# DOCUMENT RESUME

ED 384 320 HE 028 433

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|---|---|
| AUTHOR | Nathanson, Gloria R.; And Others |
| TITLE | The Guide: A Resource for International Admission Professionals. |
| INSTITUTION | American Association of Collegiate Registrars and Admissions Officers, Washington, D.C. |
| REPORT NO | ISBN-0-929851-21-8 |
| PUB DATE | 94 |
| NOTE | 245p.; For a related document, see HE 028 434. |
| AVAILABLE FROM | AACRAO Distribution Center, P.O. Box 231, Annapolis Juncion, MD 20701 ($35 for members, $45 nonmembers). |
| PUB TYPE | Reference Materials - General (130) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Admission (School); *College Admission; College Applicants; Computer Uses in Education; Credits; Educational Finance; *Foreign Students; Higher Education; Immigration; Language Proficiency; Legal Responsibility; Office Automation; Office Practice; Orientation; Professional Development; Records (Forms); School Policy; Student Costs; Student Recruitment; Transfer Students; Two Year Colleges |

ABSTRACT

This volume is designed to provide specialists in international education with a comprehensive resource that covers all aspects pertaining to the admission of international students to colleges and universities in the United States. The chapters are: (1) "Institutional Policy Issues Regarding International Students"; (2) "Recruitment Principles and Programs"; (3) "Office Procedures for Developing an International Admission Program"; (4) "Application Procedures and Forms"; (5) "Computer Support and Automation Issues"; (6) "Transfer Credit Determination and Policies"; (7) "Evaluation of Credentials"; (8) "Is it Really Real? Detecting Altered and Falsified Documents"; (9) "The Art of the Transfer Process: Two-year to Four-Year Colleges"; (10) "English Proficiency"; (11) "Certification of Finances"; (12) "Immigration Procedures"; (13) "Admission Notification and Orientation"; and (14) "Professional Development: From Admissions Advising and Counseling to Managing Staff." Appendices provide lists of resource associations, agencies, institutions, publications; organizational charts for the American Association of Collegiate Registrars and Admissions Officers and the Association of International Educators. Contains an index and 70 sample documents interspersed throughout the volume. (Contains 144 references.) (JB)

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# THE GUIDE:

## A RESOURCE FOR INTERNATIONAL ADMISSION PROFESSIONALS

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**AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS**

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# THE GUIDE:

## A RESOURCE FOR INTERNATIONAL ADMISSION PROFESSIONALS

AMERICAN ASSOCIATION OF
COLLEGIATE REGISTRARS AND
ADMISSIONS OFFICERS

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The American Association of Collegiate Registrars and Admissions Officers, founded in 1910, is a nonprofit, voluntary, professional education association of degree-granting postsecondary institutions, government agencies, private educational organizations, and education-oriented businesses in the United States and abroad. Its goal is to promote higher education and further the professional development of members working in admissions, enrollment management, financial aid, institutional research, records, and registration.

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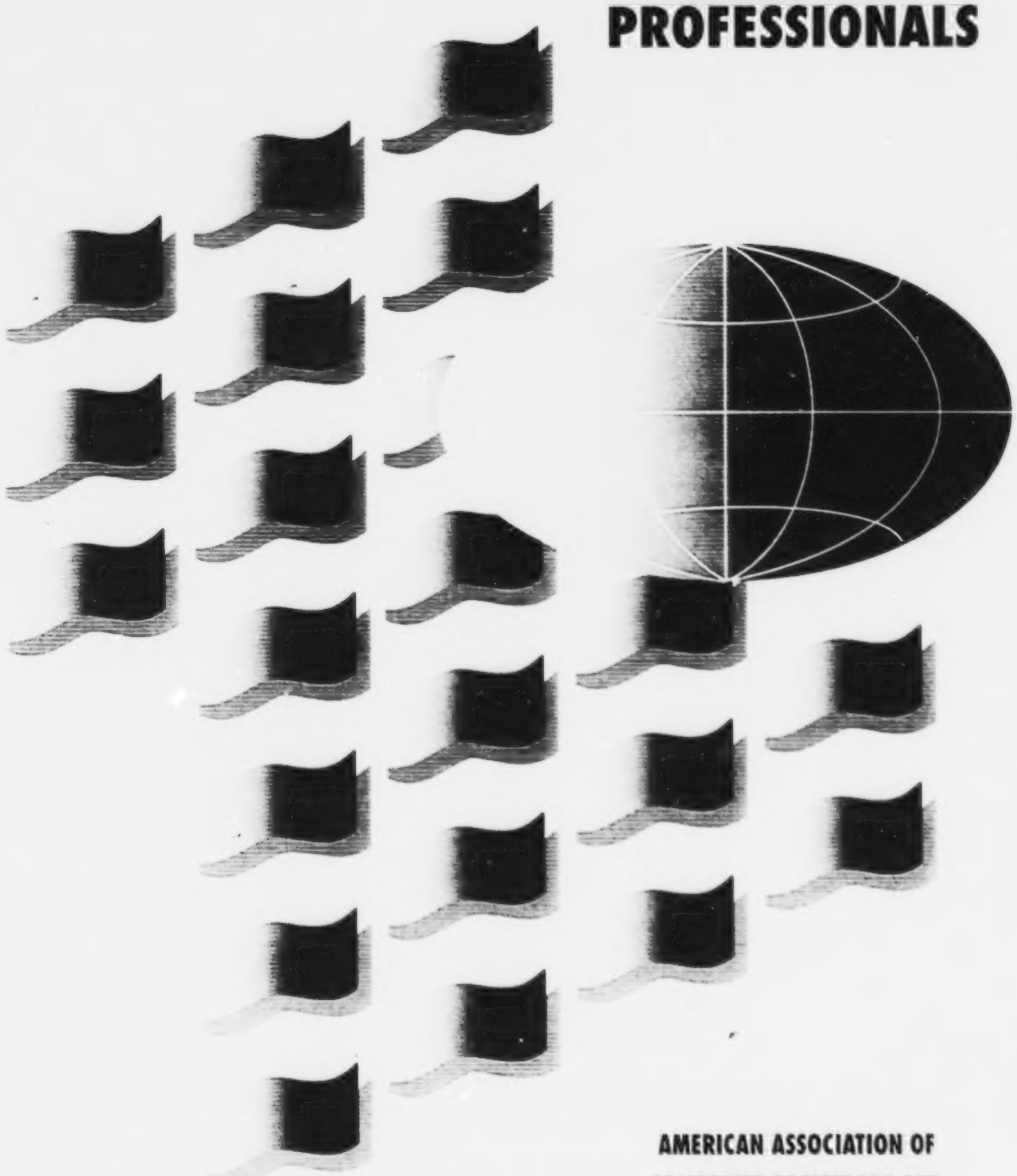

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## Library of Congress Cataloging-in-Publication Data

The guide : a resource for international admissions professional /
[authors, Gloria R. Nathanson ... et al.].
p. cm.
Includes index.
ISBN 0-929851-21-8 : $45.00 ($35.00 to members)
1. Student exchange programs—United States. 2. Universities and colleges—United States —Admission. I. Nathanson, Gloria R. II. American Association of Collegiate Registrars and Admissions Officers.
LB2376.4.085 1994
370.19'62—dc20 94-9140
CIP

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## ACKNOWLEDGEMENTS

The team responsible for the authorship of *The Guide* wishes to express its deep appreciation to the individuals listed below for their assistance in preparing the publication. Each of them spent time reviewing the drafts, recommending additions and changes, providing documents and resource information, and consulting with the authors. The information and support we have received from those listed, as well as numerous others whom we have not been able to acknowledge, has been an invaluable resource. In addition, our universities have provided time and resources enabling us to accomplish the task. This sharing of professionalism is an example of the value of AACRAO membership; it is the basis for making publications such as this available for admission professionals.

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**Margit Schatzman**
*Educational Credential Evaluators, Inc.*

**Joann Stedman**
*Stedman Associates*

A special thanks goes to Eileen Kennedy, managing editor, in the AACRAO Office, for her editorial assistance, advice, and encouragement.

MAY I INTRODUCE YOU TO—

*The Guide*, as we have come to call it, is a resource publication developed and written by your colleagues. It is an update and revision of the previous document (*Guide for International Admissions and Evaluation Officers*, 1985) and contains new sections on technology, recruitment, transfer issues, and orientation. It is the work of 14 authors who have dedicated two years to its production.

The goal of *The Guide* is to provide specialists in international education with a comprehensive resource that covers all aspects pertaining to the admission of international students to colleges and universities in the United States. Since it is impossible to include the tremendous amount of materials which attend to every detail of admitting international students, resource references are provided in the appendices to enable readers to obtain additional information. The sample documents are not comprehensive, but were selected to provide you with references and ideas to aid you in preparing or revising your own documents.

The book was produced in notebook form for several reasons: 1) as new information comes to light, sections can be either replaced or added; 2) users will be able to insert their own materials as they acquire information pertinent to select chapters; and 3) new chapters can be added as they are needed and developed.

As coordinator of the book, it was my very great pleasure to work with conscientious, dedicated, and creative colleagues. As chapters were drafted we shared them among ourselves as well as with other colleagues who provided editorial comments and suggestions for additional information. As you will note from the list of authors, schools from across the United States were well represented north to south and east to west. Our thanks to all who were willing to share their wisdom and sincerity. We also wish to thank the authors of the previous editions whose insight into the preparation of this document led the way for us in its revision.

We have special thanks for Sylvia Higashi, Vice President for International Education for AACRAO, who encouraged us to bring this to fruition and provided support along the way. Without her counsel and dedication to the project, it would not have happened at all.

**Gloria Nathanson**
UCLA
Coordinator and Chair of the
International Admissions Committee

# INSTITUTIONAL POLICY ISSUES REGARDING INTERNATIONAL STUDENTS

International educational exchange promotes cross-cultural relationships and provides opportunities for increased global awareness, knowledge, and understanding of other cultures. When an institution decides to include international students in its population, it is the responsibility of that institution to operate within clearly established written guidelines that integrate international education with the overall mission of an institution.

Developing and implementing an international student mission statement requires commitment from every level of administration from the top down. Faculty participation in the statement assures that the commitment will be consistently supported. Your institutional policy may be divided into three areas:

- University Philosophy
- Admission and Academic Policies
- Support Services

## University Philosophy

- Your institution should have a *clearly stated policy* indicating the goals and objectives of the international exchange program on your campus.

- Your institution should have *sufficient resources*, budgetary and otherwise, to administer the program as stated, and should ensure that the program is related to and consistent with the basic purpose and strengths of the institution.

- International exchange program planning should show *sensitivity* to the needs and concerns of international students. The institution should determine the maximum international student enrollment that can be effectively served.

- Once established, periodic *review* and *evaluation* of the programs and services should be conducted to ensure consistency with stated goals.

## Admission and Academic Policies

International student admission goals and policies should be directly related to that of the institution. These include admission requirements (selective vs. open), level of study (undergraduate and/or graduate), recruitment techniques, and availability of financial assistance.

International admission policy and process should be carried out by individuals who are properly trained and competent in this area. The international admissions officer should have up-to-date reference materials and resources and should consult with other experts on issues as needed. Establishing international admission policy (which is often the responsibility of the international admissions officer) includes determining international admission standards, academic and English proficiency, and, most importantly, the equity of the standards with that of domestic requirements.

English proficiency is a pivotal factor in providing a mutually beneficial experience for the international student and the institution. The institution must be careful in determining a prospective student's English ability in relation to the proposed level and field of study. The procedures and criteria for defining English proficiency should be clearly defined and equitable with the English as a Second Language services available in the institution. Well established and widely accepted standardized tests of English are available.

International student recruitment should be conducted in an ethical and responsible manner, bearing in mind the educational needs and expectations of the students and the ability of the institution to meet those needs. Admission materials sent to international applicants should be thorough and clear, providing all information needed to make informed decisions.

## Support Services

International students from diverse cultures and educational systems have special needs and concerns that must be met. Your institution should provide international students with a range of services including academic and personal counseling, immigration advice, housing information, and act as liaison and coordinator with the local community and its services and programs.

Clearly designated unit(s)/office(s) should dispense or coordinate these services. On some campuses, the international admissions office is the campus office responsible for these services, while on other campuses the international admissions office is the liaison between the students and other support offices/departments on campus.

Your institution should ensure that international students are given the opportunity to share social and professional activities that enhance cross-cultural communication and understanding. Your institution should, in cooperation with the local community, identify relevant resources to assist international students adjust to American culture. Regardless of the size of the program, the institution must acknowledge its responsibility to demonstrate sensitivity to cultural needs including social, religious, dietary, and housing.

Your institution should be prepared to provide personal counseling, assistance with emergencies, and preparation for departure and re-entry to home countries.

Providing the opportunity for international academic exchange on your campus is a rewarding experience. Successful programs operate with clearly defined institutional goals that are reviewed and adjusted periodically to meet the ever changing university environment.

# VISION 2000:
## Strategic Directions for the Future

VISION 2000 is Nebraska Wesleyan University's strategic planning document formally adopted by the Board of Governors in 1991, after extensive campus debate and participation by alumni in consultation sessions held throughout the United States. Eight strategic directions are set forth in VISION 2000, all flowing from the University's institutional mission, and international education is included in the second strategic statement. (excerpt attached) It is followed by a specific policy for International education at Nebraska Wesleyan University.

## Introduction

"Those who set their hands to the task of founding Nebraska Wesleyan University," President White remarked during the Centennial Celebration in 1987, "were men and women of great presence, of great vision, and of great ambition. And they clearly intended their efforts not only to last for centuries, but to produce nothing less than the very best."

The intentions of the founders have been nobly realized in a University with a national reputation; a University committed to academic excellence within a caring community in which each student is given opportunities for intellectual growth and personal development; a University nurtured by its history and heritage and, at the same time, prepared to address the challenges of the 21st century.

The United Methodist heritage of Nebraska Wesleyan values academic excellence, intellectual freedom, and the unconditional worth of each individual. It is that heritage which underlies the University's commitment to the intellectual, ethical, and spiritual development of each student; and it is that heritage, coupled with a strong commitment to the liberal arts and sciences, which is reflected in this strategic plan.

The eight Strategic Directions which form the core of VISION 2000 were developed by a planning committee of the Board of Governors and approved in May 1990. They were the result of advice given by over 650 alumni and friends plus faculty, staff, and students through a process called the National Caucus on the Future of Nebraska Wesleyan University (published report available upon request). The accompanying principal initiatives resulted from discussions among faculty and staff during the 1990-91 academic year.

3

VISION 2000 was reviewed in detail by the Board of Governors at its Triennial Planning Retreat in October 1991, and, after appropriate revision, was approved by the Board in December 1991. All of the initiatives set forth herein are important, but obviously not all can be implemented immediately, and their inherent urgency varies somewhat. Realizing this, and acknowledging the need for significant support to pursue this bold vision, the Board of Governors has set in motion plans to generate the resources necessary to build for the future guided by the Strategic Directions elaborated in VISION 2000.

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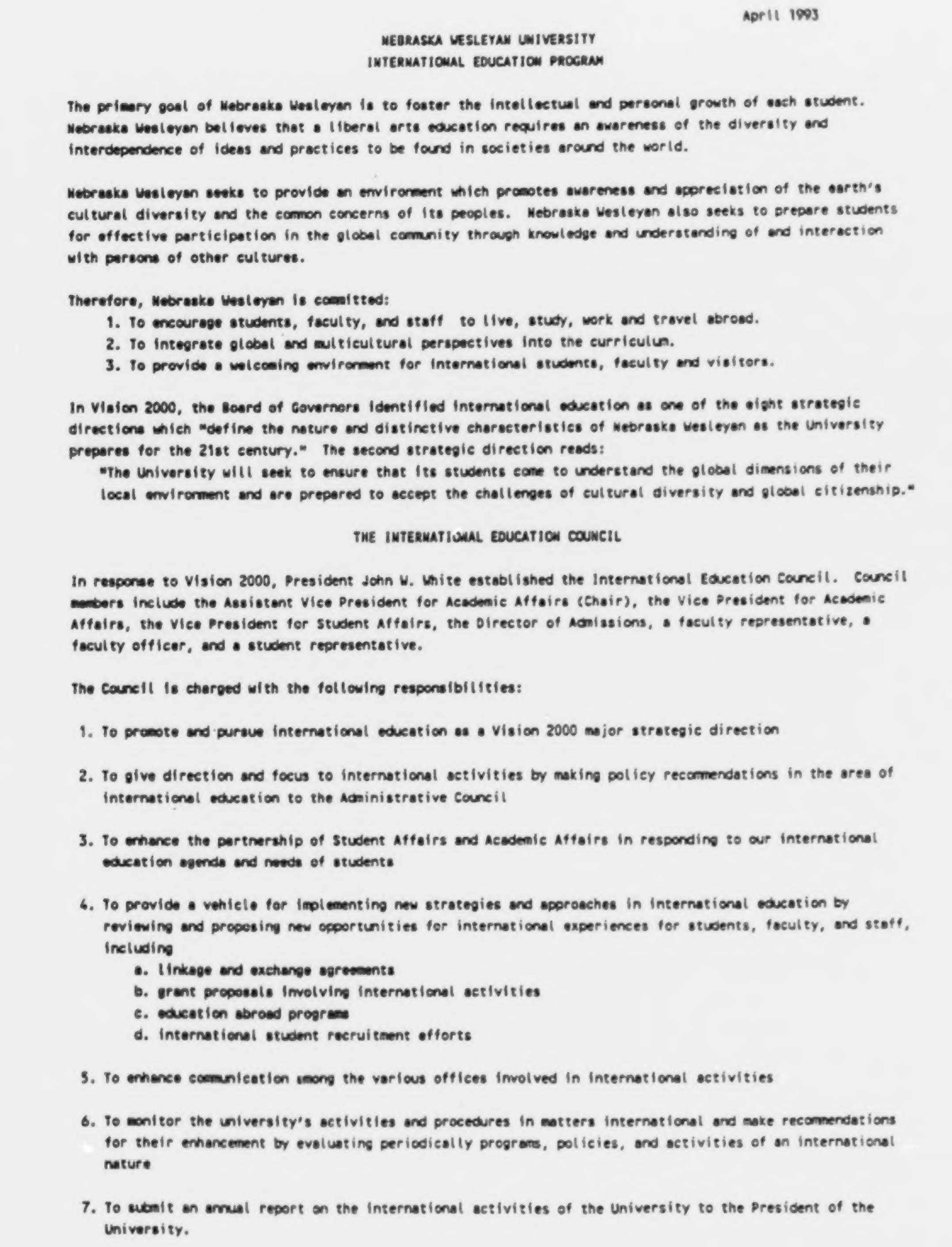
Document 1.1a. Institutional Strategic Planning Document
*Vision 2000: Strategic Directions for the Future*
*Nebraska Wesleyan University*

2. **The University will seek to ensure that its students come to understand the global dimensions of their local environments and are prepared to accept the challenges of cultural diversity and global citizenship.**

> *The academic experience at Nebraska Wesleyan University will ensure an understanding of global issues and cultural diversity and will thus significantly enhance the contributions which Nebraska Wesleyan graduates will make to the region, the nation, and the world. The University will continue to integrate questions about meaning and value with the pursuit of learning and to foster a commitment to serve the global community. In all aspects of the international program, Nebraska Wesleyan will seek to be a model for the state and the region.*

- The University will work to increase the geographic, ethnic, and cultural diversity of its student body through intensified and targeted recruitment of ethnic minority students, students from other states, and international students. Appropriate goals will be developed for targeted financial aid programs to assist needy students in these categories and for appropriate campus support systems.
- A variety of opportunities and options, as well as financial support, will be provided so that all Wesleyan students who choose to do so may have a study-abroad experience. Special attention will be given to additional international student exchange options, study-abroad programs during January and May interims and in summer, and recruitment of international students.
- Foreign language instruction as well as other curricular opportunities for better understanding of foreign cultures will be given high priority. Degree requirements will be reviewed for appropriate inclusion of a foreign language requirement; and faculty members will be supported in the use of new strategies and technologies for teaching foreign languages, as well as in the improvement of personal language skills and international perspectives in all various disciplines.
- 4 The University will increase the ethnic and cultural diversity of its faculty and staff through vigorous and targeted recruitment as well as expanded exchange programs.
- Opportunities and creative options for faculty exchange and/or study abroad will be developed as a special aspect of the University's professional development program.



April 1993

NEBRASKA WESLEYAN UNIVERSITY
INTERNATIONAL EDUCATION PROGRAM

The primary goal of Nebraska Wesleyan is to foster the intellectual and personal growth of each student. Nebraska Wesleyan believes that a liberal arts education requires an awareness of the diversity and interdependence of ideas and practices to be found in societies around the world.

Nebraska Wesleyan seeks to provide an environment which promotes awareness and appreciation of the earth's cultural diversity and the common concerns of its peoples. Nebraska Wesleyan also seeks to prepare students for effective participation in the global community through knowledge and understanding of and interaction with persons of other cultures.

Therefore, Nebraska Wesleyan is committed:

1. To encourage students, faculty, and staff to live, study, work and travel abroad.
2. To integrate global and multicultural perspectives into the curriculum.
3. To provide a welcoming environment for international students, faculty and visitors.

In Vision 2000, the Board of Governors identified international education as one of the eight strategic directions which "define the nature and distinctive characteristics of Nebraska Wesleyan as the University prepares for the 21st century." The second strategic direction reads:

> "The University will seek to ensure that its students come to understand the global dimensions of their local environment and are prepared to accept the challenges of cultural diversity and global citizenship."

THE INTERNATIONAL EDUCATION COUNCIL

In response to Vision 2000, President John W. White established the International Education Council. Council members include the Assistant Vice President for Academic Affairs (Chair), the Vice President for Academic Affairs, the Vice President for Student Affairs, the Director of Admissions, a faculty representative, a faculty officer, and a student representative.

The Council is charged with the following responsibilities:

1. To promote and pursue international education as a Vision 2000 major strategic direction

2. To give direction and focus to international activities by making policy recommendations in the area of international education to the Administrative Council

3. To enhance the partnership of Student Affairs and Academic Affairs in responding to our international education agenda and needs of students

4. To provide a vehicle for implementing new strategies and approaches in international education by reviewing and proposing new opportunities for international experiences for students, faculty, and staff, including
    a. linkage and exchange agreements
    b. grant proposals involving international activities
    c. education abroad programs
    d. international student recruitment efforts

5. To enhance communication among the various offices involved in international activities

6. To monitor the university's activities and procedures in matters international and make recommendations for their enhancement by evaluating periodically programs, policies, and activities of an international nature

7. To submit an annual report on the international activities of the University to the President of the University.

Document 1.2. Sample Institutional International Education Policy Statement
*International Education Program*
*Nebraska Wesleyan University*

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# RECRUITMENT PRINCIPLES AND PROGRAMS

It is important to assess the goals for increasing the number of international students in your institution. The motivation may range from internationalizing and diversifying your student body to increasing the enrollment of students paying full tuition.

Regardless of your institution's recruitment goals, it is essential that when you enroll international students you have the institutional commitment and support services available to address their needs. The long range values for a comprehensive diversification of any campus are the opportunities for students to understand cultural differences and participate in an interdependent world.

Every college and university has certain strengths that can benefit an international student. It may be your location, the reputation of your faculty, the quality of your facilities, the selection of major fields, the size of your classes, or your personal counseling services. It also may be the opportunity you offer for students to transfer to other universities to complete their undergraduate and graduate degrees.

## Recruitment Principles

Before starting an international recruitment program, consider the recruitment principles developed by the Wingspread Colloquium. Sponsored by the National Liaison Committee on Foreign Student Admissions (NLC), the colloquium included college presidents, university administrators, institutional representatives, and members of government agencies who met in 1980 at Racine, Wisconsin, to examine the recruitment of foreign students by U.S. institutions. The colloquium recommends that colleges and universities do the following:

- Provide enough candid and pertinent information that a foreign student unfamiliar with United States practices in higher education may make informed academic judgments.
- Avoid contractual agreements with agents who require fee-for-enrollment payments.
- Develop an admissions policy for foreign students which requires that admissions judgments be made by institutional personnel who rule on other admissions, is based on a system of written criteria, and is applied in competition with other applicants.
- Seek a match between the needs and aspirations of the prospective students and the educational opportunities the institution affords.
- Accept the commitment to provide effective educational opportunity for foreign student recruitment, admissions, support activities, specialized programs, and curricula.
- Provide realistic estimates of costs for tuition, educational expenses, subsistence, and related fees and of the extent to which financial aid or scholarships are available to foreign students.
- Restrict evaluation of foreign academic records to personnel who are trained and competent in interpretation of foreign educational records.
- State clearly to students admitted to English language programs the extent of commitment made for their further education in the United States.

In summary, the Wingspread Colloquium calls for colleges and universities who recruit international students to be honest, provide service, and use common sense. All marketing plans should be based on these principles.

It is very useful to survey your students to determine why they chose your institution, and whether or not their expectations have been met. Knowing the trends of enrollment by country will help you select countries you may want to target for advertising and visits. Current students will also provide the information you will need to develop your publications, video, and slide presentations, and may act as effective recruiters.

Within your local community there are many opportunities, through high schools and English language schools, to increase awareness of prospective international students of the programs offered at your institution. You should develop a rapport with these institutions and their counselors by participating in their programs and welcoming them to your institution.

## Recruitment Abroad

Recruitment of international students is a longterm project. It is more than a matter of going to Tokyo for a week and bringing back 10 applications. You will have far less stress for yourself and your office if you develop objectives for recruiting and avoid agreements to get a set number of applicants from a particular country.

To make your travel abroad effective, you should take advantage of the resources available in the specific countries. These resources include educational fairs, government-sponsored information offices, high school counselors, educational advising agencies, and alumni. It is also important to consider the options available to you. You will need to decide whether it is better to travel independently or on a group tour. A list of resources and travel options is found at the end of this chapter.

### College Fairs

The college fairs in Asia sponsored by the International Institute of Education (IIE) in Jakarta, Hong Kong, Bangkok, Taiwan, Seoul, and Tokyo provide you with the opportunity to contact a large number of prospective students for a reasonable cost (about $350 per fair).

IIE schedules the one-day fairs in a sequence so you may cover as many countries as your budget will allow in a three-week period. In addition to giving out information at a stand, you are given a chance to meet with educational advisers and learn important facts concerning your prospective students. Other nonprofit organizations such as the European Council of International Schools (ECIS) and Fulbright advising centers sponsor smaller fairs in Europe.

There are also a number of college fairs in both Asia and Europe organized by commercial companies. These fairs are more expensive—approximately $1,600 for a four-day fair in Hong Kong and $4,000 for a four-day fair in Brussels. The commercial fairs also include university representatives from other countries, so not all of the prospective students will be interested in coming to the United States.

### Tours

Another option is a recruitment tour. There are companies that provide recruitment group tours to Europe, Asia, and South America. The tour groups visit schools and government agencies and hold one-day fairs at hotels in major cities. Often the tour groups participate in IIE fairs. The companies organizing the tours usually include hotel and travel arrangements in their packages. Before deciding to join one of these tours, you should ask for recommendations and talk with people who have participated in previous years. When all factors are considered, tours are a good way to start for college representatives who are not familiar with the countries they would like to visit or whose institutions may not have high name recognition among the students in these countries.

### Receptions and Seminars

Representatives from colleges or universities with a significant number of international students find it is productive to arrange receptions for their alumni and parents in major cities. These receptions are usually held in hotels, but they do not require expensive catering. An audiovisual presentation followed by a question and answer session with coffee or tea is sufficient. Parents particularly appreciate the opportunity to talk to a representative of the college where their son or daughter may attend.

Some representatives also invite prospective students to an open seminar on U.S. higher education. It is important for students of other countries to understand the structure of the U.S. system of education and the opportunities it offers before they can choose a college or university in America. Representatives find that the time and effort required to present these seminars is a very good investment in terms of attracting appropriate students.

### Government Agencies

United States government sponsored educational counseling centers can be a source of help for college representatives on recruitment trips. These centers are funded by the United States Information Agency (USIA), often with joint sponsorship by the host country. A list of addresses is found in the *Directory of Overseas Educational Advising Centers*, published by The College Board. Although most of the advising centers carry the name of the Fulbright Commission, the USIA also funds the Institute of International Education to operate counseling offices in Thailand and Hong Kong and AMIDEAST in the Middle East. There are a total of 350 of these centers that provide students access to college and university catalogs, videotapes, and directories. In most cases, there is an American director with a staff of citizens from the country who often have studied as international students in the United States.

These centers are a good source of information, both for students and visiting college representatives. However, staff are not authorized to recommend a specific college or university that best suits the students' needs. In most countries, students must make an appointment during limited duty hours to gain access to counseling or publications. A major problem is the insufficient funding to provide adequate facilities and staff for these centers.

Therefore, colleges and universities may want to seek the help of commercial counseling agencies in countries where they are trying to reach students. This is often difficult for college representatives, particularly those with limited experience in overseas recruitment.

### Commercial Consultants

Perhaps no aspect of recruitment receives more attention, both by NAFSA: Association of International Educators and the Wingspread Colloquium, than relationships with commercial recruiting agents or, as they prefer to be called, educational consultants. A major point of criticism are the fees that overseas consultants charge for their services. While nearly all English language schools, including university extension schools, pay a percentage of tuition for recruitment, it is not a recommended practice for colleges and universities to pay such fees.

Reputable consultants earn their fees by helping students wishing to study abroad. They match the interests and academic levels of students to the institutions best suited for them. The consultants translate and explain information from the institutions to the parents and also help students with visa problems, transportation, and housing. Use of an educational consultant as an intermediary is an accepted practice throughout Asia. It is not so widespread in Europe. A few travel agencies have developed placement services that package tuition, housing, and transportation in a one-year program of study in the United States.

Be cautious of consultants who ask to be the exclusive representative of your college in a particular city or country. This is not a good idea for either your institution or the consultant. A reputable consultant should help identify a range of accredited colleges and universities that meet the criteria decided on by students and their parents.

Also be wary of agents who want to collect your tuition and fees for you. Ask for a copy of the information they are giving students and check their references, both within their country and with other colleges they are representing. It is an accepted practice, particularly in Europe, for agents to include their commission in the amount they collect from students. Be sure that the students are made aware that this commission is their payment for services received from the agent.

The best representative of your college is a fulltime, paid staff member, one who is responsible for knowing the policies and procedures of your institution. However, few institutions can afford overseas staff. For this reason, it may be in the interest of your institution to retain an educational consultant to provide services such as making hotel and travel arrangements, taking telephone reservations for seminars and receptions, placing advertisements in local papers, and serving as a postal address for receiving recruitment materials. The consultants can also be very helpful at education fairs, particularly in answering questions of parents who may not understand English.

Consultants should be paid for their services according to a budget agreed to in advance by your institution. Just like choosing your doctor or accountant, the best way to find a reputable consultant is to ask for recommendations from other colleges and universities.

## ■ Overseas Travel

### *Group vs. Individual Travel*

Joann Stedman, consultant on higher education, cites advantages and disadvantages of individual and group travel for recruitment:

**GROUP TRAVEL**

***Advantages***

Groups of prospective students and their families assembled.
Opportunities to network with colleagues
Good training experience.
All arrangements made for you.
Shared cost of venues, advertising, transportation.
Local personnel like to serve many with one effort.

***Disadvantages***

No time for local personnel to meet you personally to learn about your programs.
Little or no "memory" of you/your institution is left behind.
Affords only one exposure—"One-shot deal."
Your school is often indistinguishable from the whole.

**INDIVIDUAL TRAVEL**

***Advantages***

Local personnel remember you/your institution.
Local personnel take time to meet you personally to learn about your programs.
Local personnel become more informed and will tell students of your institution after you have left the country.
Chance to tell counselors what distinguishes your program/institution from another.

***Disadvantages***

Advertising an intended visit by one school is cost prohibitive.
Schools/counseling centers may reject appointment.
Will see very few students; however, they may be serious candidates.
More expensive to entertain or see groups of students.
Very lonely.
No feedback—return with only what you were able to observe.

### *Group Travel Agencies*

Stedman also suggests that the following criteria be considered when selecting an agency for handling your overseas recruitment planning, travel arrangements, and facilities:

- Consider the itinerary, the flow of the trip, length of time in each city, length of time devoted to each activity, amount of free time in which to do follow-up with alumni, students, and parents. Does this match your needs?
- What are the other schools with whom you will be traveling? What is their experience with this agency? Do they do repeat business with this agency? Why or why not?
- What is the target audience in each city? Does it include graduate contact opportunities as well as undergraduate? Professional school contacts? Adult students?
- Training and training materials—what does the tour management do to prepare the group (political, economic, cultural, and educational trends information)? Do you get materials in advance? Is there on-site training?
- Who does the briefings or training? What are their qualifications?
- Are school visits and public programs well thought out, well supported, appointments made in a timely fashion and confirmed? Is the time well spent for your institution?
- Is the quality and location of venues and public events well thought out? Do students have to pay to get in to see you?
- Is the publicity adequate to maximize/protect your investment? Is there any coverage you think should be considered that the agency missed?

- Does the group maintain continuity of contact with guidance counselors?
- How broad is the group's professional network?
- Are mailing/contact lists provided?
- Is there a trip follow-up, report, statistics?
- What is the average cost per applicant of those contacted during the trip?
- Are any other services provided (i.e., research, newsletters, video library, consulting, seminars)?

### *Recruitment*

Following are suggestions for recruitment provided by Linda Heaney, president of Linden Educational Service:

- **Involve Everyone**
  Have students write letters to prospective students.
  Train alumni to interview and participate in college fairs.
  Ask presidents to host receptions for graduating students.

- **Watch the World**
  Join NAFSA: Association of International Educators.
  Become an IIE Associate.
  Participate in AMIDEAST's international membership program.
  Attend conferences.

- **Organize the Office**
  Respond to student inquiries quickly.
  Train staff to handle foreign names and addresses.
  Keep reference library up to date.
  Develop consistent admissions policies.

- **Target Mailings**
  Build a mailing list by obtaining directories from The College Board International Schools Service, the European Council of International Schools, and the Department of State's Office of Overseas Schools.
  Buy the Linden International Mailing Labels.

- **Contact Sponsoring Agencies**
  Visit agencies and embassies in Washington, DC, and New York which administer scholarship programs for foreign students.

- **Advertise Overseas**
  Advertise in *Study in the U.S.A.*, a magazine for foreign students, which has six geographical editions and is distributed free to students.
  Advertise in journals distributed throughout Japan.
  Send posters to educational advising offices.
  Use newspapers to advertise specialized programs.

- **Use Student Search Services**
  Subscribe to Peterson's International Network.
  Obtain names from The College Board's Student Search Service.

- **Attend College Fairs**
  The Institute of International Education (IIE) sponsors fairs in Asia.
  The Fulbright Commissions in London, Belgium, and Paris organize fairs.
  The U.S. Foreign Commercial Service organizes educational exhibitions.

- **Get the Most from a Recruitment Tour**
  Learn about the countries and students you will be visiting.
  Organize social functions for alumni.
  See parents of current students.
  Know the status of applicants from the schools you will visit.

- **Develop Student Specific Written Materials**
  Write clearly and concisely.
  Avoid slang.
  Anticipate questions and answer them in one mailing.
  Ask foreign students on campus to review materials.

- **Telephone Accepted Students**
  Train students, preferably from the applicant's country, to talk about their experiences at the college.
  Ask faculty members to talk to applicants about academic course offerings, internships, and educational opportunities.

- **Distribute Videotapes**
  Join Linden Video Library.
  Send videotapes directly to students in the correct format.

- **Travel**
  Make trips by yourself.
  Travel with a small group of admissions representatives.
  Participate in an organized group tour.

## Marketing Materials

### *Publications*

The first step in recruitment for most colleges and universities is the production of brochures to inform prospective students about the nature of the institution—its location, fields of study, facilities, and the reputation of its faculty and students. Brochures range from folded one-sheet handouts in black and white to 16-page, four-color productions. All brochures, regardless of their size and cost, should be written in a straight-forward style that attempts to answer the questions a student might ask and convey the unique strengths of the institution. Pictures should be clear and show classroom interaction between faculty and students as well as outside shots of buildings and sports facilities.

Because of the high cost of printing high-quality brochures, they should be written so they can be used for more than one year. Information that changes frequently, such as deadlines and fees, can be included in a single sheet or a four-page application form that is printed each year and given out with the brochure. The application packet should contain all criteria for admission, costs of tuition, books, insurance, and housing and food. It should also include deadlines and the person to contact at the school. The form should be divided so that the student can keep the information section and send to the college the section requesting personal data needed for the application.

A publication that is often overlooked in international recruiting is the college catalog. It is important that information for international students regarding admissions criteria, application procedures, fees, and housing options be included in the catalog because it is the only publication that will be retained on the shelves of government, school, and commercial counseling offices. Brochures are given away, but the catalog stays to represent your college or university. It is a good investment to send your catalog to as many counselors as possible in the countries where you expect to recruit students.

Some institutions print a special edition of the catalog for international distribution with self-addressed return cards for students to request application forms and other information. The cost of mailing to USIA-sponsored advising centers is reasonable because they normally can use the U.S. Consulate APO address. There are also commercial remailers that offer mailings to government counseling agencies and libraries for a lower fee than the U.S. Post Office. Prospective students who request a catalog are usually asked to pay for the copy plus mailing costs.

In addition to a brochure and catalog, many colleges and universities prepare low-cost printed materials with detailed information on specific majors and housing to be sent free to prospective students. Some institutions also produce a poster that is sent to overseas schools and counseling offices. To have a good chance of being put up on an office wall, a poster should be artistically appealing and not be too large. Depending on the design of the poster, it is sometimes effective to attach tear-off return cards for students to request information.

### *Videotapes, Slides, and Viewbooks*

Colleges and universities that are serious about recruiting international students should consider producing a videotape, slide presentation, and viewbook. While a commercial studio will usually produce a more polished product, most institutions with media centers have the capability to produce effective audiovisual materials for international recruiting. The most effective videotape gives a step-by-step presentation of what the international student can expect from the institution in its location, class instruction, and support services. Make the videotape as realistic as possible by letting your faculty and students answer questions that most prospective students would ask.

Fifteen minutes is the recommended length for a videotape, although a shorter version will be necessary if you want it distributed with a group of tapes from other institutions. The format of the videotape is also important. While the NTSC television system can now be used by all U.S. government counseling offices as well as commercial consultants in Japan and Taiwan, all other countries use the PAL system. Duplicating VHF videocassettes in the American NTSC format is fast and low cost, however, converting from NTSC to PAL is beyond the capability of most college media centers and usually requires processing by a commercial video studio. People in countries that have the PAL system can play an NTSC videocassette if they have access to a multi-system videocassette player.

Slide presentations and viewbooks of color prints should follow the same pattern as videotapes in showing prospective students and their families what they want to know about the college or university. Slide presentations are used in seminars while viewbooks are distributed to commercial consultants and school counselors who are willing to show them to prospective students. In addition to pictures, the viewbook should contain written information and the application form.

### Advertising and Data Services

In deciding where, when, and how often to advertise, a college or university must consider the number of international students it hopes to recruit from different regions of the world as well as the overseas travel schedule of its representative. The two major categories of publications are magazines and directories distributed free through schools and government counseling offices and newspapers and magazines sold to prospective students in their country.

*Study in the U.S.A.* is a popular magazine distributed free in different editions to students in Asia, Europe, Latin America, and the Middle East. Major directories include *Peterson's Guide to Four-Year Colleges* and *Peterson's Guide to Two-Year Colleges*, the International Education System's *Guide to American Schools, Colleges & Universities* and the Whitehall Press *Asian, European, and Middle East Education Yearbook*. The purpose of advertising is twofold: to provide a source of information about your institution and to give prospective students a means to contact you for application materials. Advertising with a return card in *Study in the U.S.A.* gives you a means to measure the number of prospective students you are reaching. The directories all provide ways in which students can respond either directly or indirectly through questionnaires indicating their preferences. The directories also offer you, for an additional fee, the opportunity to describe your institution in greater detail than the normal listing.

Local advertising, either in newspapers or a fair directory, helps attract students to your display at a fair and/or to invite them to a seminar you are giving in a foreign city. Newspaper advertisements should be in the language of the country and give some highlights of your talk as well as the time and location of your seminar. Newspaper advertising can be expensive in big cities, but is necessary to attract prospective students and their families.

Magazines and guides on study abroad, written in the language of the country, are popular with students, particularly in Taiwan, Japan, and Korea, and offer your institution another advertising opportunity to reach prospective students. Without a reply card or other method to receive requests for information, it is difficult to measure the effectiveness of this advertising.

In considering where to advertise and how much to spend, it is a good idea to get as much information as you can from your current international students on what publications they read in deciding to come to your college or university. It is a good idea to have a commercial advertising company design your ad, which can be used in several publications. You may have someone you know in the country write the local newspaper advertisements for your institution. The results of advertising are difficult to measure except in the overall increase in your enrollment of international students. Ultimately, the success of your advertising, as the success of all your recruitment efforts, will depend on the degree to which you are meeting the needs of your international students.

## Resources

**American Educational Opportunities**
190 Clemenceau Avenue
Suite 04-16
Singapore 0923
Conducts student recruitment tours of Asia, maintains counseling centers, and provides advertising and consulting services to colleges.

**AMIDEAST**
1100 17th Street, NW
Washington, DC 20036-4601
Provides programs and services supporting educational exchange between the United States and the Middle East and North Africa.

**Consortium for International Recruitment**
Office of Admissions
New York University
22 Washington Square North
New York, NY 10011
Sponsors international recruitment opportunities for colleges.

**Foreign Student Recruitment Information Clearinghouse (FSRIC)**
The American University
4400 Massachusetts Ave, NW
Washington, DC 20016-8001
Funded by USIA to provide information on recruitment, including recommendation of consultants.

**Institute of International Education (IIE)**
809 United Nations Plaza
New York, NY 10017-3580
Publisher of Open Doors, containing information on international students, and organizer of fairs in Jakarta, Bangkok, Hong Kong, and Tokyo.

**International Education Service**
1512 11th Street
Suite 201
Santa Monica CA 90401
Operates the IES placement service and publishes the *Foreign Student Guide to American Schools, Colleges and Universities* and the *America Education* magazine.

**Linden Educational Services**
5612 Wilson Lane
Bethesda, MD 20814
Organizes recruitment tours to Europe, Asia, and South America; provides international mailing labels; and distributes college recruitment videotapes to schools, agencies, and government offices in 114 countries.

**Nexus Business Communications, Ltd.**
Warwick House
Azalea Drive
Swanley, Kent BR8 8HY
England
Publisher of Asian, South American, Arab, and European editions of *Education Yearbook* and *Education USA Magazine*.

**Peterson's, Inc.**
202 Carnegie Center
P.O. Box 2123
Princeton, NJ 08543-2123
Publisher of *Peterson's Guide to U.S. Four-Year Colleges* and *Peterson's Guide to U.S. Two-Year Colleges;* Provides address labels of prospective international students requesting information.

**School and College Services**
704 World Shipping Centre
Harbour City
Canton Road, Kowloon
Hong Kong
Organizer of student recruitment fairs in Hong Kong, Taiwan, Macau, China, and Canada.

**Study in the U.S.A.**
119 South Main Street
Suite 220
Seattle, WA 98104
Publisher of *Study in the U.S.A.*, international admissions magazines.

**The College Board**
45 Columbus Avenue
New York, NY 10023
Publishes books on international student recruitment, guidance, and assessment including the *Guide to Overseas Advising Agencies*.

**Where and How International**
Am Hofgarten 18
5300 Bonn 1
Germany
Publisher of the *Where & How World Guides to Language Centers*, and organizer of fairs for language schools and colleges in Latin America, Asia, and Europe.

## THE FOREIGN STUDENT RECRUITMENT INFORMATION CLEARINGHOUSE

Established in July 1981 through a grant from the United States Information Agency, the Foreign Student Recruitment Information Clearinghouse is an activity of the National Liaison Committee on Foreign Student Admissions (NLC).

The Clearinghouse has as its charge three tasks:

- Gathering, organizing and distributing to educational institutions data about foreign student recruitment. The Clearinghouse is concerned especially with data related to private individuals or organizations that recruit foreign students for, or place them in, U.S. educational programs.
- Publicizing the "criteria for ethical recruitment of foreign students" and "abuses in recruitment practice," as identified by participants in the 1980 Wingspread Colloquium, "Foreign Student Recruitment: Realities and Recommendations."
- Providing guidance to educational institutions interested in the development of foreign student recruitment plans.

Housed and currently supported by NAFSA: Association of International Educators, the Recruitment Clearinghouse acts on behalf of the member organizations of the NLC to enhance the quality of higher education for foreign students.

### Gathering and Distributing Data

Since its founding, the Clearinghouse has undertaken to survey, by means of a detailed questionnaire developed by the NLC, more than 1,300 private organizations and individuals that recruit and/or place foreign students in U.S. educational programs. Each recruiting/placement agency or individual is asked to provide the following information:

- officers and staff qualifications
- fee structure
- countries of operation
- advertising methods
- affiliation, if any, with other organizations
- procedures for evaluation of students' educational credentials and matching of students with institutions
- U.S. client institutions, if any
- extent of staff experience

After the completed questionnaire is received by the Clearinghouse, it is placed on field and, if the recruiting/placement agency has authorized dissemination, copies of it and relevant attachments are made available upon request to representatives of educational institutions.

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*Recruitment is that process which seeks to attract students to a particular educational institution program. Placement is that function in which an individual or agency attempts to gain admission for an individual student or group of students into an educational institution or program. Advising and counseling is the process of assisting students in deciding whether an eduction in the United States would help them attain their educational goals and whether it is practical to consider

**Document 2.1a.** ***The Foreign Student Recruitment Information Clearinghouse***
***National Liaison Committee on Foreign Student Admissions (NLC)***

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### How to Use the Clearinghouse

Any representative of an educational institution or agency in the United States or abroad may request information from the Clearinghouse. To request information on a specific recruitment/placement agency, write the Clearinghouse, providing the name of the agency in question and the purpose for which the information is requested. A copy of the questionnaire on file will then be sent to you If information on the agency is not on file or cannot be disseminated, you will be notified and the Clearinghouse will attempt to obtain further information from the agency and provide it to you as soon as it is received.

The Clearinghouse assumes no liability for errors or omissions in information provided in response to questionnaires.

### How to Help the Clearinghouse

Officials of educational institutions are encouraged to send to the Recruitment Clearinghouse copies of promotional materials and other information received from recruitment and placement agencies. Similarly, representatives of any organization involved in recruitment or placement of foreign students are invited to contact the Recruitment Clearinghouse to make sure that correct information is on file.

### What is "Ethical Recruitment"

The March 1980 NLC Wingspread Colloquium, "Foreign Student Recruitment: Realities and Recommendations," was composed of college presidents, university administrators, institutional and associational representatives, and members of government agencies who met to examine and assess trends and developments in the recruitment of foreign students by U.S. institutions. The colloquium unanimously approved the following statement of ethical practices.

To eliminate abuses, institutions that recruit foreign students should:

1. Provide enough candid and pertinent information that a foreign student unfamiliar with United States practices in higher education may make informed academic judgments.
2. Avoid contractual agreements with agents who require fee-for-enrollment payments.
3. Develop an admissions policy for foreign students which requires that admissions judgments be made by institutional personnel who rule on other admissions, is based on a system of written criteria, and is applied in competition with other applicants.
4. Seek a match between the needs and aspirations of the prospective students and the educational opportunities the institution affords.
5. Accept the commitment to provide effective educational opportunity for foreign students and establish appropriate institutional policies governing foreign student recruitment, admissions, support activities, specialized programs, and curricula.
6. Provide realistic estimates of costs for tuition, educational expenses, subsistence, and related fees and of the extent to which financial aid or scholarships are available to foreign students.
7. Restrict evaluation of foreign academic records to personnel who are trained and competent in interpretation of foreign educational records.
8. State clearly to students admitted to English language programs the extent of commitment made for their further education in the United States.

### What are the Most Common Abuses in the Recruitment of Foreign Students?

Participants in the Wingspread Colloquium cited the following abuses as detrimental to the welfare of foreign students and to the reputation of higher education in the United States.

1. The use of placement agencies that charge institutions a per capita fee.

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2. The recruitment of foreign students without prior consideration of a commitment to providing necessary campus services.
3. Failure to represent the institution properly in advertising, publication, informative materials, personal interviews, etc.
4. The use of inadequately trained foreign admissions officers.
5. The improper delegation of admissions authority.
6. The misuse of immigration forms with regard to a student's academic qualifications, English language proficiency, and financial resources.
7. The practice of granting admission to English language programs to foreign students without regard to their academic qualifications.
8. The practice of granting foreign students admission to English language programs that do not qualify as full-time intensive programs and are therefore not in compliance with Immigration and Naturalization Service regulations.
9. The practice of promising and/or implying that admission to intensive English language programs constitute admission to an academic degree program.

The National Liaison Committee on Foreign Student Admissions provides at the national level a means for exchanging information, coordinating plans, and acting jointly or in concert on matters affecting foreign student admissions and related issues, to the extent that this is in the common interest of the constituent organizations. Member organizations are:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- The College Board
- Council of Graduate Schools (CGS)
- Institute of International Education (IIE)
- NAFSA: Association of International Educators

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## NATIONAL LIAISON COMMITTEE ON FOREIGN STUDENT ADMISSIONS
## ORGANIZATION SURVEY

1. Please give the exact official name, address and telephone number of your agency:

| English | Native Language |
|---|---|
| ______ | ______ |
| ______ | ______ |
| ______ | ______ |

2. Please list the names and titles of officers of the agency.

______

______

______

3. How many staff members do you have? ______ Part time ______ Full time ______

4. How many have been educated in the U.S.? ______ Please indicate the educational background and experience of the agency's staff.

U.S. undergraduate degree ______
U.S. non-degree study ______
U.S. graduate degree ______
Non-U.S. degree ______

5. Does your organization have contractual relationships with other placement or counseling organizations?
Yes ______ No ______ If yes, in the U.S. ______ Overseas ______

6. Do you obtain admission for students at institutions other than those with which you have a contractual agreement? ______

7. If your agency uses other names or has used other names in the past, please list them.

______

8. What services are provided? (check all applicable spaces)

____ Placement (seeking admission to U.S. educational programs, on behalf of prospective students)
____ Recruitment (seeking to attract students to particular institutions or programs)
____ Advising/counseling (assisting students in deciding whether an education in the United States would help them attain their educational goals and whether it is practical to consider)
____ Publications
____ Offering ESL
____ Job Placement
____ Travel Arrangements
____ Arranging homestays
____ U.S. educational resource library

9. Do you organize fairs? Yes ______ No ______
Do you participate in fairs? Yes ______ No ______

10. When did your agency begin operation? ______

11. In which countries (including the U.S. do you promote your services?

______

______

Document 2.1d.

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12. Which of the following is the group to which your services are provided?

_____ U.S. institutions 2-yr _____ 4-yr _____ public _____ private _____
_____ Institutions outside the U.S.
_____ Prospective students: your country ______ other countries ______

13. In what types of academic programs do you seek admission for students?

______ Secondary schools
______ Two-year institutions
______ Graduate programs
______ Universities
______ Short-term (ESL, 1 term)
______ Four-year institutions
______ Colleges

14. How many students were admitted to U.S. schools through your auspices in the last twelve months?
________________________________________

15. From which countries did these students (#13) come? ____________________
________________________________________

16. Please check which types of fees are charged to your clients.

____ fee for counseling/advising
____ fee to U.S. institution per student recruited
____ fee to U.S. institution on annual retainer basis
____ fee to non-U.S. institution for placement of its students in U.S. programs
____ fees for special programs
____ other
____ fee for admission obtained
____ fee to U.S. institution on a per-hour basis

17. Does your agency make specific arrangement with U.S. institutions to admit students to English language programs? _________ If so, is the placement for the duration of the English language training only? ________

18. If students are admitted to English language programs, do you also make arrangements for the students' subsequent admission to academic programs? ____________________

19. Does your agency have permission to issue form IAP-66? ______________

20. In any agreements with colleges and universities, does you agency have the authority to make admission commitments to students? _________ To sign I-20's? _________

21. How does your office verify the accuracy or provide analysis of a student's academic records? ____
________________________________________

Questionnaire completed by:
______________________________ (signature)
______________________________ (name-print)
______________________________ (date)

The information submitted above may be shared by the Clearinghouse with educational institutions or agencies requesting it:

Yes ____________ No ____________

Please note that periodic updates of information may be requested. Photocopies of this completed questionnaire will be furnished upon specific request by members of the U.S. educational community unless otherwise specified. The Clearinghouse assumes no liability for errors or omissions in accepting or supplying information or copies of documents.

Please return immediately to: Foreign Student Recruitment Information Clearinghouse
1875 Connecticut Ave, NW, Suite 1000
Washington, DC 20009

Document 2.1e.

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# OFFICE PROCEDURES FOR DEVELOPING AN INTERNATIONAL ADMISSION PROGRAM

This chapter advocates adopting a business perspective to develop or refine a critical university function: admitting new students, particularly international students. Assume that your university is competing for limited student enrollment dollars: it is! As a campus administrator, your job is to find ways to offer competitive service cheaper and better than your competition. You also want to leverage the added value your campus can offer through error-free processing, consistent and fair practices, and quick responses to applicant inquiries. Your challenge: remove all the dull monotonous tasks staff typically have to perform—filing, processing forms, posting changes, and generating correspondence—by placing these tasks on the computer, thus freeing your staff to take on more difficult work—advising, evaluating subjective information, verifying current practices against those of other campuses, etc.

## Admissions Basics

Before addressing the hybrid subculture of international admissions practices, let's discuss admissions basics. It is a good practice, at least annually, to compare the repository of written policies and procedures against the current practices and tasks in your university's admissions office, and purge all the old, outdated documentation. Student admission processing is, by nature, a complex, frequently changing function. It is important that written procedures approximate all new, revised, and evolving practices in the office to the extent possible. Once approved, the updated procedures need to be shared with all staff. Staff orientation and training, based on timely and accurate documentation, are also vitally important to ensure continuity of decisions and fair practices toward all applicants. Finally, staff performance appraisals should be based, in part, on the ability of staff to adhere to the admissions office's current and accurate written policies and procedures.

Campus admissions policies must conform with state and federal law governing who may (and may not) be admitted, and apply a logical, consistent fee structure. However, unlike applicable law, local campus policies for admitting students need to be *pliable* (not too loose or too rigid), permitting local discretion in decision making by campus authorities when circumstances dictate. Written procedures should be developed to work in concert with the spirit and intent of your campus policies.

There are a number of working models for effective student admissions programs. The one your campus chooses should be based on an extensive review of current departmental practices and by consulting with comparable institutions in your area. Be careful: a program that works well for one institution may be a poor fit in another. Each campus must examine its own resources including management and staff, budget and capital outlays, equipment, data processing systems, and facilities on campus. Don't rush the selection process. Involve line- and middle-managers and seasoned staff in the evaluation process to ensure that no hidden problems emerge after a final selection in style and content is made. Since this team will eventually implement the program, it is a good idea to involve them in the selection process, early-on.

## International Admissions

The international component of the admissions program must conform in intent and practice to the policies that govern all domestic admissions. Students are quick to discern inequities and will be troubled about perceived or actual inequitable treatment. We work in environments that foster open discussions of issues, inequities, and just causes in our society. Thus it is important for an institution consciously to decide to admit international applicants and to know how international students fit into its mission, philosophy, goals, and objectives.

What makes international admissions different from domestic admissions? Were you to survey a random sample of international evaluators, you might evoke words and phrases like: especially challenging; exciting; tedious; or consciousness raising. The vast range of educational systems within single countries can vary extensively, providing exciting challenges to the international evaluator striving to fairly and equitably equate work taken abroad with the course offerings and grading systems of the host institution. The fact that some international educational systems are more subject to change based on the changing political climates of that respective country or nation makes the time of a prospective student's educational development abroad another factor that adds a different dimension to international admissions than is characteristic to domestic admissions.

So what does it take to ensure that a quality international program is in place?

- Current, accurate written guidelines for admitting international students.
- A set of detailed procedures that follow the program from start to finish. The procedures document such program activities as: staff assignments, approval authorities, exceptions and problems in the workflow, campus correspondence, key entry guidelines, and periodic/ad hoc reports.
- Carefully designed application forms, informational brochures, and standard letters of response. Within reason, these written communications should also be made available in the prospective student's native language.
- A resource library, preferably on-line in a local area network, available to all staff who need ready reference.
- An ongoing training program with certifications for both clerical and professional staff involved in handling international applicants.
- Staff incentive programs that focus on annual quality objectives (i.e., fewer processing errors in volume processed) and encourage active communication of the progress of the admission processing to the prospective applicant.
- A database of international admitting practices specific to each country to help staff make decisions and ensure continuity in interpreting scholastic records. Phase two might include the trial use of artificial intelligence to help make recommendations.
- Reviews of how the campus is doing its job by conducting spot interviews with admitted international students.

## Distributing the International Workload

Most international admissions offices are organized in one of three effective working models. The one you choose will depend upon human, budgetary, and data resources available to your campus, as well as individual management styles. Each model has its relative advantages and disadvantages

- One admissions staff handles both international and domestic admissions. While this model is perhaps the most efficient, technical range and depth may suffer.
- Separate international and domestic admissions staff handle admissions within the same office. In this model, the cyclical patterns of the two separate environments may not allow for the best employment of human resources (i.e., often institutions establish different application and document deadlines for international and domestic applicants). The functional cycle being different may result in some staff having "down" times during the peak periods of others. This negative aspect can be reduced by some level of cross-training.
- An international student services unit houses an international admissions staff. In this configuration, as well as in the one just previously mentioned, care

needs to be taken that admission practices common to both domestic and international admission processing remain consistent.

The way that domestic student applications are processed should influence how the institution will process international students. The methods should be similar to reduce confusion and enable admissions staff to arrange their work in the same order whether assigned to domestic or international processing. It could be one (or more) of the following processing styles:

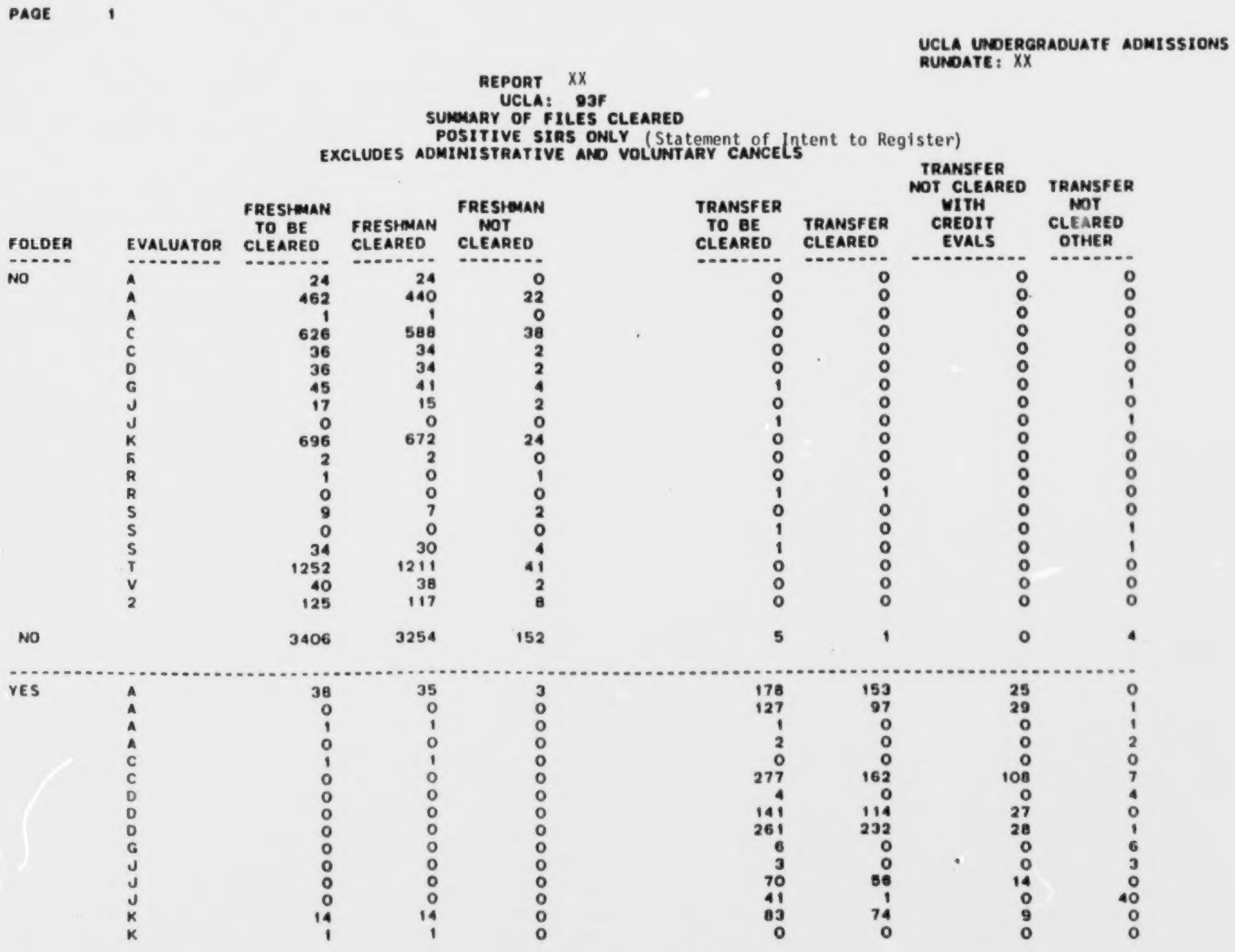
- **Alpha:** An alphabetical breakdown where an individual handles applications in a range (i.e., applicants with last names from A through E). The assignee handles the application from receipt through the issuance of campus forms notifying the applicant of the campus decision.
- **Country:** Individual becomes a specialist in several countries and cross-trains others.
- **Batch:** All applications received on a date and not exceeding a volume count are given a batch number and assigned to an individual to process.
- **Function:** Individuals are assigned a specific aspect of processing international applications. For example, one person reviews financial certification/I-20's, another processes preliminary applications, and still another coordinates all campus/applicant correspondence.
- **Cyclical:** Applications are distributed based on an institution's current work flow and functional cycle.

## ■ Technical Support

Computer technology should play a strategic role to ensure that records are accurate, easily accessed, the work flow tracked, and repetitive, clerical tasks eliminated. It should provide support to the process from when the application is received to the time an admissions decision is made.

What should data processing not do? Most importantly, it should not disassociate the final admissions decision with the mission and philosophy of the host institution. The goals and objectives of the institution must be intertwined within the technology so that they do not become lost. For example, if an institution has determined that its international student population would be enhanced and strengthened by augmenting it with additional students from one or more specific countries, using management reports that list applicants from these countries can supplement the admissions process while at the same time help the institution maintain its overall objectives. (For much more detailed information on technical support, the reader is referred to the technical chapter).

This chapter was written to help both newcomers and experienced professionals design a new international admissions program or make changes to an already established one. Regardless of how you and your institution plan to proceed, the incorporation of both structure and philosophy must be inherent to any decision you make. International education is affected by the policies and practices of us as individuals and collectively as institutions; our goal for a humane connection must at all times be paramount.



```
PAGE      1
                                                                                UCLA UNDERGRADUATE ADMISSIONS
                                                                                RUNDATE: XX
                                               REPORT  XX
                                                 UCLA:  93F
                                            SUMMARY OF FILES CLEARED
                                              POSITIVE SIRS ONLY (Statement of Intent to Register)
                                      EXCLUDES ADMINISTRATIVE AND VOLUNTARY CANCELS
                                                                                          TRANSFER
                                                                                      NOT CLEARED   TRANSFER
                        FRESHMAN               FRESHMAN               TRANSFER            WITH        NOT
                         TO BE     FRESHMAN     NOT                    TO BE    TRANSFER  CREDIT     CLEARED
FOLDER      EVALUATOR   CLEARED    CLEARED    CLEARED                 CLEARED   CLEARED    EVALS      OTHER
------      ---------   --------   --------   --------                --------  --------  ----------  --------
NO          A                 24         24          0                       0         0          0         0
            A                462        440         22                       0         0          0         0
            A                  1          1          0                       0         0          0         0
            C                626        588         38                       0         0          0         0
            C                 36         34          2                       0         0          0         0
            D                 36         34          2                       0         0          0         0
            G                 45         41          4                       1         0          0         1
            J                 17         15          2                       0         0          0         0
            J                  0          0          0                       1         0          0         1
            K                696        672         24                       0         0          0         0
            R                  2          2          0                       0         0          0         0
            R                  1          0          1                       0         0          0         0
            R                  0          0          0                       1         1          0         0
            S                  9          7          2                       0         0          0         0
            S                  0          0          0                       1         0          0         1
            S                 34         30          4                       1         0          0         1
            T               1252       1211         41                       0         0          0         0
            V                 40         38          2                       0         0          0         0
            2                125        117          8                       0         0          0         0

 NO                         3406       3254        152                       5         1          0         4

-------------------------------------------------------------------------------------------------------------
YES         A                 38         35          3                     178       153         25         0
            A                  0          0          0                     127        97         29         1
            A                  1          1          0                       1         0          0         1
            A                  0          0          0                       2         0          0         2
            C                  1          1          0                       0         0          0         0
            C                  0          0          0                     277       162        108         7
            D                  0          0          0                       4         0          0         4
            D                  0          0          0                     141       114         27         0
            D                  0          0          0                     261       232         28         1
            G                  0          0          0                       6         0          0         6
            J                  0          0          0                       3         0          0         3
            J                  0          0          0                      70        56         14         0
            J                  0          0          0                      41         1          0        40
            K                 14         14          0                      83        74          9         0
            K                  1          1          0                       0         0          0         0
```

An internal document used to track workflow, showing files with final records that are: completed, partially complete and incomplete.

Document 3.1a. Sample International Admissions Office Workflow Tracking System
*UCLA*

```
PAGE      2
                                                                                   UCLA UNDERGRADUATE ADMISSIONS
                                                                                   RUNDATE: XX
                                                     REPORT XX
                                                       UCLA:  93F
                                                 SUMMARY OF FILES CLEARED
                                                  POSITIVE SIRS ONLY  (Statement of Intent to Register)
                                          EXCLUDES ADMINISTRATIVE AND VOLUNTARY CANCELS
                                                                                                 TRANSFER
                                                                                              NOT CLEARED  TRANSFER
                           FRESHMAN              FRESHMAN                  TRANSFER               WITH          NOT
                            TO BE     FRESHMAN     NOT                      TO BE     TRANSFER    CREDIT      CLEARED
FOLDER      EVALUATOR     CLEARED    CLEARED    CLEARED                   CLEARED    CLEARED     EVALS       OTHER
------      ---------     --------   --------   --------                  --------   --------  -----------  --------
YES         R                   0          0          0                       436        396          39           1
            R                   0          0          0                         1          0           0           1
            R                  83         58         25                       202        184          17           1
            S                   0          0          0                       163        131          28           4
            S                   0          0          0                       180        165          14           1
            S                   0          0          0                       266        205          59           2
            T                   3          3          0                         0          0           0           0
            V                   1          1          0                         1          0           0           1
            2                   0          0          0                         7          0           0           7

 YES                          142        114         28                      2450       1970         397          83
TOTAL 93F                    3548       3368        180                      2455       1971         397          87
----------------------------------------------------------------------------------------------------------------------
```

# APPLICATION PROCEDURES AND FORMS

The informational material and application forms that U.S. schools send to prospective international students should be clear, concise, and comprehensible to students from a variety of educational backgrounds and systems. For example, requiring an educational ladder (usually included on the application for admission) that shows the institution and dates of attendance is much more useful than asking the student to list the date they received a high school diploma. It is also a good idea to inform the student approximately when the admission decision will be made. This is helpful for both students and admission personnel. This chapter will give some guidelines that will help U.S. institutions set up or revise their international application process.

## Application Materials

Many schools respond to an applicant's inquiry with the complete application packet consisting of everything a student needs to make a formal application to your school. Other schools respond with a preliminary application form to gather additional information from the prospective student.

The decision to use a preliminary application should be made carefully as it involves an extra step for the prospective student and the admissions office personnel. There are two primary types of preliminary applications. The first is a comprehensive form which requests preliminary academic and financial information. If your school is processing a large number of applications from unqualified students, this type of preliminary form might provide a way to significantly reduce those applications.

The second type is more informational for the student and provides program, academic, and financial information. It may contain a return form for the students to request a complete application if they think they may be qualified.

The preliminary application can greatly reduce mailing costs for schools that receive a large volume of inquiries but admit a much smaller number of students. If you decide to use a preliminary application form it should include the following:

- A brief list of programs and levels of degrees offered.
- A cost estimate for the year.
- The type of tests required for acceptance.
- Application fees and deadlines.
- What credentials must be submitted.
- The availability of financial aid to international students.
- Academic standards used for admission.

The preliminary application form might be a full sheet accompanied by a letter that addresses any special concerns stated in the student's initial inquiry letter, or a perforated sheet that is part of an information brochure that is printed as a tri-fold mailer. Whichever form you choose you will want to have overseas mail printed on special lightweight paper to keep mailing costs as low as possible. It is almost always in the best interest of the school to use airmail instead of surface mail.

### *Application Packet*

Application packets should include information that will help the student decide whether to apply to your school. It should also be the vehicle to gather information to determine eligibility. As with the preliminary form, all information should be printed on lightweight paper to reduce mailing costs.

### *Information Brochure*

An information brochure designed for an international student should contain the following information:

- Type of school (public or private).
- Size of school.
- Location of school, both in the United States and within the state.
- A detailed listing of the degree programs offered, and the level of degrees offered in these programs.
- A brief explanation of the U.S. educational system.
- An academic calendar.

- English requirements and tests required.
- Information on the city where the school is located (i.e. the population, the climate for clothing selection, transportation to the city, etc.).
- Financial information including an estimated expense sheet.
- Admission procedures and requirements broken down by graduate and undergraduate and any special circumstances or requirements for international students.
- Availability and location of an ESL program.
- On- and off-campus housing.
- Details about the international community at your school.

Additional helpful information that might be included could be information on housing, health facilities, orientation for new students, transportation available in the city, support groups from the student's home country, and important phone numbers on your campus. Pictures of the city or campus can make this publication more attractive and informative for the prospective student.

### *International Student Application Form*

It is strongly recommended that U.S. schools have a separate application form for international students from the one used for domestic students. If an institution does not have enough international applicants to warrant the development of a separate form, an insert can be used to gather information which only international students need to supply. Information required to determine the admissibility of international students should include:

- The student's name. An international student's name can become a challenge for admissions advisors. While most countries of the world follow the western pattern of naming, i.e., first (or given) name, middle name (or initial) with the family or surname last, there are many countries where the practice is different. Also, some international students have a great deal of difficulty translating their name into the English alphabet. Vowels sometimes don't translate the same way twice. If an international admissions office files by alphabetical order, it can be difficult to gather all materials for an applicant into just one file.
- Complete mailing address (give extra room for the address; it may be up to six lines long), country of citizenship, and date and place of birth.
- The student's desired level of study and academic program.
- The term in which the student wishes to begin study. When requesting the student's intended starting date, it is recommended that the application form include the available options in terms of months (i.e., August, January, and June as well as seasons since they are determined by hemisphere).
- A complete academic history in chronological order including place and length of study, names of degrees or diplomas awarded, and the dates they were awarded.
- Amount and source of financial support available to the student.
- A list of family members that will accompany the student.
- English proficiency test taken and the results.
- Additional required tests, dates taken, and the results.
- Application fee required.
- Applicant's signature authorizing the school to release information to a representative of the applicant's choice. This representative could be a friend or relative, or a sponsoring agency.

If your school requires special essays or letters of recommendation, the student should be instructed as to the length of these letters, what information to include, and where they should be sent. All application deadlines should be clearly stated. Application instructions may be a part of the application, or on a separate sheet accompanying the application.

The application instructions should inform the student if certified copies of the student's transcripts will be accepted for evaluation. The academic credentials should be submitted in the country's native language and in English. Please be aware that some translators will give an interpretation of the document rather than a literal translation. The admissions staff must be able to tell the difference between a translation and an interpretation.

## Processing International Student Applications

It is important for U.S. institutions to establish a comprehensive written policy regarding the admission of international students. To do this, the domestic admission policy needs to be fully understood by the international admissions advisor. This will allow for an institution to be consistent in the standards it requires of all students.

### *Application Process*

Once an application is received it should be checked to make sure all of the required documents were received. Depending on your institution's policy, follow-up action may be taken to obtain any missing information required to make the admissions decision. Some institutions that process a large volume of applications expect the student to be responsible for completing the application requirements without additional correspondence. In all cases there should be clear and complete information in the application packet so students will know what documentation to submit.

A graduate department might assume that the student was admitted because it recommended admission. In the admission of international students, formal admission offers should only be made after the financial documentation receipt, the academic credentials validated, and the academic decision made. It is important to recognize that not all departments are aware of the international admissions process; therefore, it is recommended that the international admissions staff keep the various departments aware of current policies and procedures. Please refer to the Immigration section for additional information on visa requirements and procedures.

### *Transcripts*

When reviewing the applicant's file the admissions advisor should be aware that international transcripts differ significantly from U.S. transcripts, and are not always available to international students. Some countries will issue only one official transcript to the student; however, an applicant can usually have a certified copy of the original record from an official of the institution, government agency, or representative of a U.S. overseas counseling office. These certified copies can usually be accepted as an accurate record if the seal or signature of the certifying official appears on the copy in ink. Extreme caution should be used in accepting "unofficial" or photocopies since these documents can be easily altered. Whenever unofficial or certified records are used in the application process, the student should be informed that presentation of the original record for verification will be necessary prior to enrolling. Please refer to the section on Falsified Credentials and Credential Evaluation for additional information.

Since academic records are often produced in the applicant's native language, each applicant should be asked to submit official translations of records as well as official copies of the originals. The international admissions staff must be familiar with the official documents of each country to be able to spot forgeries and determine degree equivalencies.

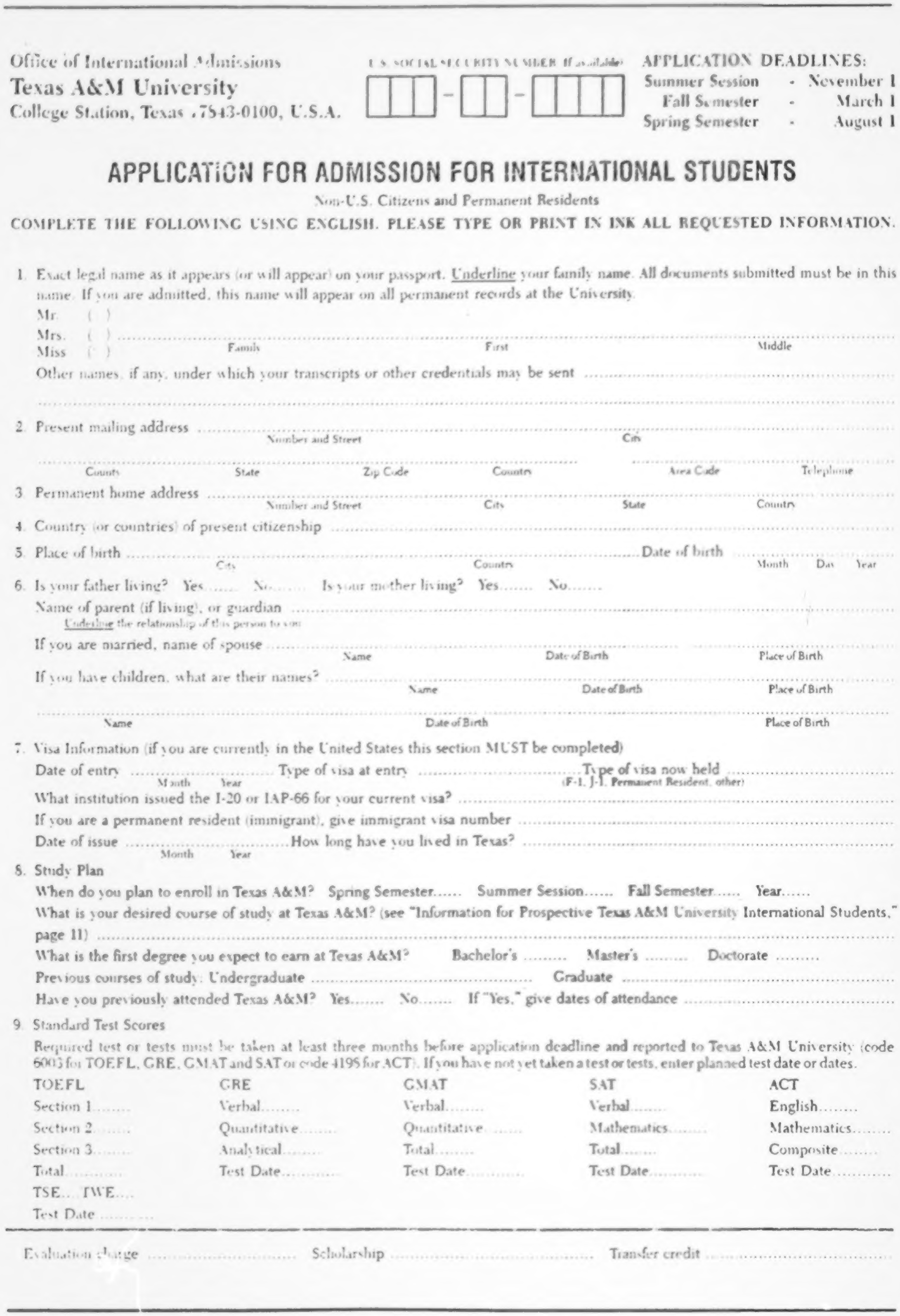
### *English Skills*

An important part of the admission process for international students is the evaluation of the applicant's level of English proficiency. Please refer to the section on English proficiency for additional information.

### *Financial Documentation*

International students are required by the U.S. Immigration and Naturalization Service to show adequate proof of their ability to support themselves and their families for the duration of their studies in the United States. Each U.S. institution authorized to issue Certificates of Eligibility (INS form I-20), is also required to have on file proof of the students' ability to pay. The international admissions staff can process files without these statements to determine academic eligibility, but cannot issue formal admission papers (I-20s) until proper financial documentation is received. Some schools send the admission letter to the student and follow with an I-20 when the financial statement is received.

It is important to respond to prospective student inquiries and to process applications in a timely manner. Students usually apply to many schools at one time and often will attend the one that responds the quickest to their needs. Students must allow time to work with the United States embassies in their country and make travel plans. If a preliminary admissions response can be given to the student, it can help students trying to arrange financial support from outside sources.



Office of International Admissions
**Texas A&M University**
College Station, Texas 77843-0100, U.S.A.

U.S. SOCIAL SECURITY NUMBER (if available)
☐☐☐-☐☐-☐☐☐☐

**APPLICATION DEADLINES:**
Summer Session - November 1
Fall Semester - March 1
Spring Semester - August 1

## APPLICATION FOR ADMISSION FOR INTERNATIONAL STUDENTS

Non-U.S. Citizens and Permanent Residents

**COMPLETE THE FOLLOWING USING ENGLISH. PLEASE TYPE OR PRINT IN INK ALL REQUESTED INFORMATION.**

1. Exact legal name as it appears (or will appear) on your passport. Underline your family name. All documents submitted must be in this name. If you are admitted, this name will appear on all permanent records at the University.
   Mr. ( )
   Mrs. ( ) ................................................................................
   Miss ( ) Family First Middle
   Other names, if any, under which your transcripts or other credentials may be sent ........................................
   ................................................................................
2. Present mailing address ................................................................................
   Number and Street City
   ................................................................................
   County State Zip Code Country Area Code Telephone
3. Permanent home address ................................................................................
   Number and Street City State Country
4. Country (or countries) of present citizenship ................................................................................
5. Place of birth ........................................ Date of birth ........................................
   City Country Month Day Year
6. Is your father living? Yes....... No....... Is your mother living? Yes....... No.......
   Name of parent (if living), or guardian ................................................................................
   Underline the relationship of this person to you
   If you are married, name of spouse ................................................................................
   Name Date of Birth Place of Birth
   If you have children, what are their names? ................................................................................
   Name Date of Birth Place of Birth
   ................................................................................
   Name Date of Birth Place of Birth
7. Visa Information (if you are currently in the United States this section MUST be completed)
   Date of entry .................... Type of visa at entry .................... Type of visa now held ....................
   Month Year (F-1, J-1, Permanent Resident, other)
   What institution issued the I-20 or IAP-66 for your current visa? ........................................
   If you are a permanent resident (immigrant), give immigrant visa number ........................................
   Date of issue .................... How long have you lived in Texas? ........................................
   Month Year
8. Study Plan
   When do you plan to enroll in Texas A&M? Spring Semester...... Summer Session...... Fall Semester...... Year......
   What is your desired course of study at Texas A&M? (see "Information for Prospective Texas A&M University International Students," page 11) ........................................
   What is the first degree you expect to earn at Texas A&M? Bachelor's ......... Master's ......... Doctorate .........
   Previous courses of study: Undergraduate .................... Graduate ....................
   Have you previously attended Texas A&M? Yes....... No....... If "Yes," give dates of attendance ....................
9. Standard Test Scores
   Required test or tests must be taken at least three months before application deadline and reported to Texas A&M University (code 6003 for TOEFL, GRE, GMAT and SAT or code 4195 for ACT). If you have not yet taken a test or tests, enter planned test date or dates.

| TOEFL | GRE | GMAT | SAT | ACT |
|---|---|---|---|---|
| Section 1........ | Verbal........ | Verbal........ | Verbal........ | English........ |
| Section 2........ | Quantitative........ | Quantitative........ | Mathematics........ | Mathematics........ |
| Section 3........ | Analytical........ | Total........ | Total........ | Composite........ |
| Total........... | Test Date........... | Test Date........... | Test Date........... | Test Date........... |
| TSE.... TWE.... | | | | |
| Test Date........... | | | | |

Evaluation charge .................... Scholarship .................... Transfer credit ....................

**Document 4.1a.** **Sample Admissions Application for International Students**
*Texas A&M University*

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10. Are you currently enrolled in school? Yes....... No....... If "Yes," name of school ..........

.......... Location ..........

List title, degree or diploma for which you are a candidate ..........

.......... Expected completion date ..........

List courses and credit hours in which you are currently enrolled:

| Course | Hours | Course | Hours |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

11. Beginning with your first year of schooling, list in chronological order, by year, all schools attended (elementary, middle or high schools, technical, vocational, and colleges and universities). Original records are required in the native language of the country where the school is located. Texas A&M University also requires official translations in English.

| Name of School | Type of School: Elementary, Secondary, College, University, etc. | Year Attended From Mo./Yr. | Year Attended To Mo./Yr. | Your Age | Year in School | Actual Name of Diploma, Degree or Certificate | Date Received |
|---|---|---|---|---|---|---|---|
| | | / | / | | 1 | | |
| | | / | / | | 2 | | |
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29

Document 4.1b.

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12. On a separate sheet of paper, provide a statement describing your special field of interest and the objectives of your educational program and professional career. (This section MUST be completed.)

13. If there are periods longer than three months not accounted for in number 11, please describe your activities during those times, stating where you lived or worked.

| Dates | Activity |
|---|---|
| | |
| | |
| | |

**If you have attended any academic program in the United States, answer numbers 14, 15 and 16.**

14. List in chronological order each semester or quarter you attended and the number of credits for which you were enrolled.

| Academic Year | | | Semester or Quarter You Attended 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|---|---|
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |
| 19 | 19 | Number of credits: | | | | |

15. Have you ever had practical training? Yes....... No....... If "Yes," when? ..........................................................................

Type .......................................................................................... Total number of months ......................

16. Have you ever had an extension of stay? Yes....... No....... If "Yes," when? ..........................................................................

17. List names of relatives who have attended Texas A&M and their relation to you ..........................................................................

..........................................................................................................................................................

30

I have read the "Application Procedures for International Students and Permanent Residents of the U.S." on page 8 and have complied with each of them.

I understand that if I am admitted to the University, I will report by the date specified in the Certificate of Eligibility.

UNDERGRADUATE STUDENTS: I understand that if I am admitted to the University, and am not a native English speaker, I will be informed if I am required to take the English Language Proficiency Examination. If I do not make satisfactory scores on the examination, I understand that I will be required to register in the English Language Institute.

GRADUATE STUDENTS: I understand that if I am admitted to the University and am not a native English speaker I must complete the English proficiency certification process prior to registering for courses. If required to take the English Language Proficiency Examination, I may be required to enroll in course work with the English Language Institute

I certify that all information I have supplied is complete and accurate. The submission of false or incomplete information at the time of admission or readmission is grounds for rejection of the application, withdrawal of any offer of acceptance, cancellation of enrollment, dismissal or other appropriate disciplinary action.

.................................................... ....................................................
Date of Application Signature of Applicant

Document 4.1c.

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## Application Procedures for International Students and Permanent Residents of the U.S.

The following items must be received by the Office of Admissions before an admission decision is made:

1. Completed "Application for Admission for International Students."
2. Two copies of the complete official records of all academic work in original language and official English translations.
3. Test scores sent directly to Texas A&M University from Educational Testing Service or American College Test.
   An applicant who has attended four years of high school in the U.S. or who has completed four years of undergraduate college or university work and received a bachelor's degree in the U.S. is NOT required to submit a TOEFL score.
4. Non-refundable evaluation charge of $50 or, if a permanent resident, an application fee of $25.

*5. Completed "Confirmation of Financial Resources."

*6. Two passport-size photographs of applicant.

7. Upon receipt of your application, we will return the enclosed postcard to you if you address it in English to yourself at your address.

*8. Completed "Foreign Student Advisor's Report."
The Office of Admissions mails this form to applicants who are attending another college or university in the U.S. upon receipt of the application.

9. If a permanent resident, a copy of both sides of the permanent resident card.

---

*Permanent residents are NOT required to submit these items.

## Special Notice to Undergraduates

Each student who is entering Texas A&M University as an undergraduate is required to take the Texas Academic Skills Program (TASP) test during the first semester enrolled if the test has not already been taken or if the student has not completed three semester hours of college-level work prior to the fall semester 1989. Information about the TASP test may be obtained by writing to:

National Evaluation Systems, Inc.
P.O. Box 140347
Austin, TX 78714-0347

### DO NOT WRITE BELOW THIS LINE

Date: ______________________

........Application
........Evaluation Fee
........Photographs
........Educational Experiences
........Scores .....TOEFL .....GRE .....GMAT .....SAT .....ACT
........Foreign Student Advisor's Report
........Transcripts ..........................................................................
..........................................................................
..........................................................................
..........................................................................
........Financial Resources..........Scholarship Letter
........Permanent Resident Card
........Residency Questionnaire

Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to Texas A&M University and any of its sponsored programs is open to all qualified individuals. Texas A&M does not discriminate on the basis of an individual's handicap and complies with Section 504 in its admissions, accessibility, treatment, and employment of students in its programs and activities. The designated 504 Coordinator for The Texas A&M University System is the Assistant Executive Director, System Human Resources Office, who is responsible for equal opportunity/ affirmative action matters (409) 845-2026. Texas A&M provides academic adjustments and auxiliary aids to students with handicapping conditions, as defined under the law, who are otherwise qualified to meet the institution's academic requirements. The Office of Support Services for Students with Handicaps coordinates Texas A&M University's programs and efforts for the benefit of the individuals covered under the statute. For additional information, contact the office at (409) 845-1637.

OAR 40M-7/92

Document 4.1d.

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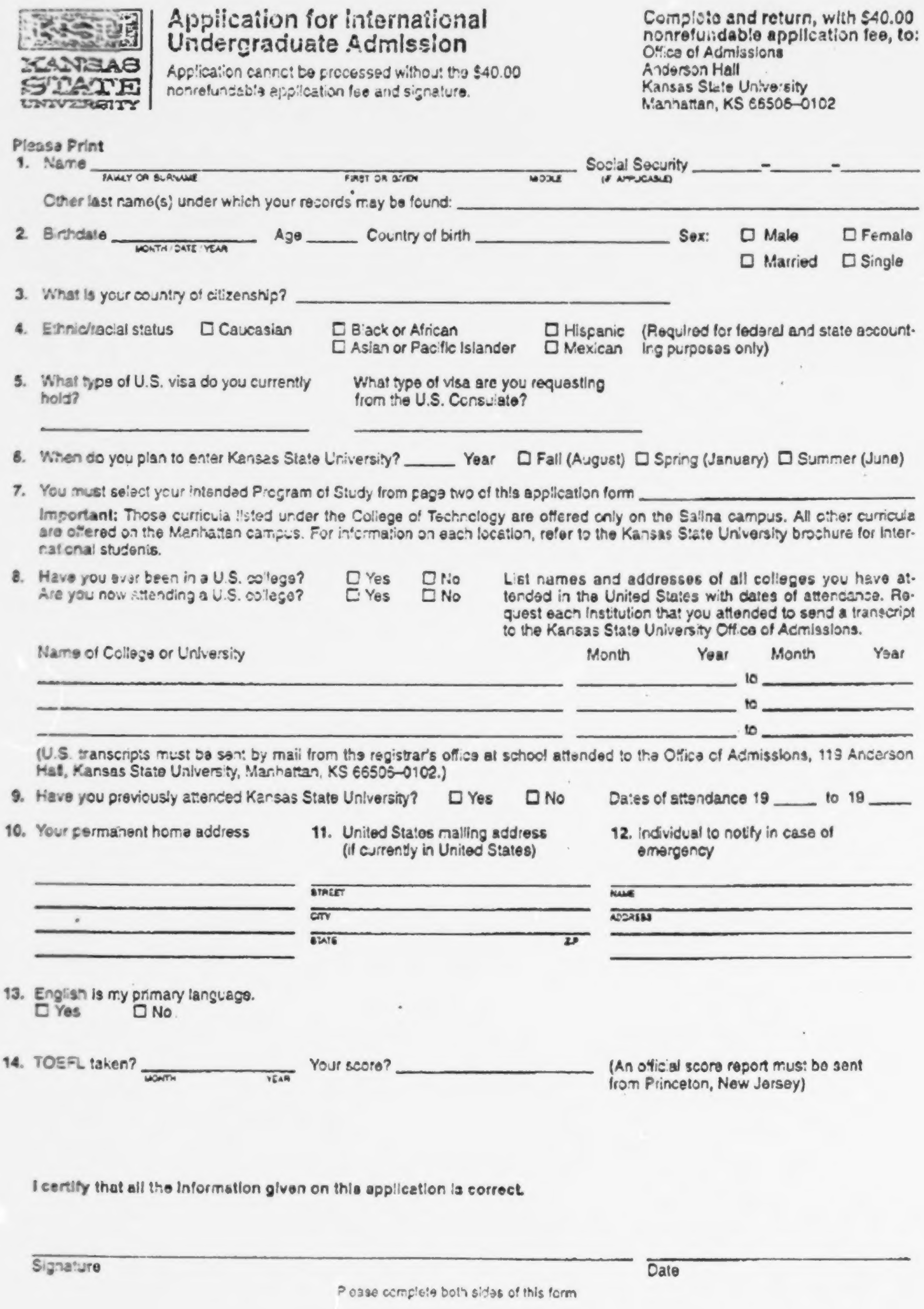

KANSAS STATE UNIVERSITY

## Application for International Undergraduate Admission

Application cannot be processed without the $40.00 nonrefundable application fee and signature.

**Complete and return, with $40.00 nonrefundable application fee, to:**
Office of Admissions
Anderson Hall
Kansas State University
Manhattan, KS 66506–0102

**Please Print**

1. Name ______ (FAMILY OR SURNAME) ______ (FIRST OR GIVEN) ______ (MIDDLE) Social Security ______–______–______ (IF APPLICABLE)

Other last name(s) under which your records may be found: ______

2. Birthdate ______ (MONTH / DATE / YEAR) Age ______ Country of birth ______ Sex: ☐ Male ☐ Female ☐ Married ☐ Single

3. What is your country of citizenship? ______

4. Ethnic/racial status ☐ Caucasian ☐ Black or African ☐ Asian or Pacific Islander ☐ Hispanic ☐ Mexican (Required for federal and state accounting purposes only)

5. What type of U.S. visa do you currently hold? ______ What type of visa are you requesting from the U.S. Consulate? ______

6. When do you plan to enter Kansas State University? ______ Year ☐ Fall (August) ☐ Spring (January) ☐ Summer (June)

7. You must select your intended Program of Study from page two of this application form ______

**Important:** Those curricula listed under the College of Technology are offered only on the Salina campus. All other curricula are offered on the Manhattan campus. For information on each location, refer to the Kansas State University brochure for international students.

8. Have you ever been in a U.S. college? ☐ Yes ☐ No
Are you now attending a U.S. college? ☐ Yes ☐ No

List names and addresses of all colleges you have attended in the United States with dates of attendance. Request each institution that you attended to send a transcript to the Kansas State University Office of Admissions.

| Name of College or University | Month Year | | Month Year |
|---|---|---|---|
| | | to | |
| | | to | |
| | | to | |

(U.S. transcripts must be sent by mail from the registrar's office at school attended to the Office of Admissions, 119 Anderson Hall, Kansas State University, Manhattan, KS 66506–0102.)

9. Have you previously attended Kansas State University? ☐ Yes ☐ No Dates of attendance 19 ______ to 19 ______

10. Your permanent home address ______

11. United States mailing address (if currently in United States)
STREET ______
CITY ______
STATE ______ ZIP ______

12. Individual to notify in case of emergency
NAME ______
ADDRESS ______

13. English is my primary language.
☐ Yes ☐ No

14. TOEFL taken? ______ (MONTH YEAR) Your score? ______ (An official score report must be sent from Princeton, New Jersey)

**I certify that all the information given on this application is correct.**

______
Signature

______
Date

Please complete both sides of this form

Document 4.2a. Sample Admissions Application for International Students
*Kansas State University*

Document 4.2b.

## Educational History

| 1<br>School Year | 2<br>Your Age | 3<br>Dates of Attendance (Month and Year) | 4<br>Full Name of School | 5<br>City, State and Country of School | 6<br>Certificates, Diplomas, Degrees, Other |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
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| 15 | | | | | |
| 16 | | | | | |

### Instructions

**Applicants must complete columns 1 through 6—in full—to be considered for admission.**

Column 1—This column indicates each year of school. Include all education: pre-primary, primary, secondary, and post-secondary.

Column 2—Write your age for each year of school **beginning with your first year of school.**

Column 3—List the dates of the actual years you attended school (in month and year). You must account for every year. **If you were out of school for a length of time it must be noted.** Allow one line for each year.

Column 4—Enter the name of each school attended.

Column 5—Write the city, village, or town and country where each school you have attended is located.

Column 6—Write the name of any examination you passed or certificate you obtained at the end of each school year. **Certified English translation of secondary and post-secondary records (if applicable) must accompany this application.**

## AFFIDAVIT OF SUPPORT

Office of Admissions, Anderson Hall, Kansas State University, Manhattan, KS 66506-0102

This document must contain all of the appropriate signatures and notarizations before a student is considered for admission to Kansas State University. If separate statements from bank and sponsor are submitted, each must be original.
Statements must be dated within six (6) months of your intended date of enrollment.
Certificates of balance which only show the amount of money on deposit are *not* an acceptable substitute.
Monetary amounts must be stated in U.S. dollars.

## STATEMENT FROM SPONSOR

I, ______________________________, do swear that I will make available to ______________________________ a total sum of $ 14,500 U.S. dollars for each year of study at Kansas State University. This money is in addition to any passage money needed for return to the country of origin. I understand that Kansas State University will not be able to assist the student financially. I, the undersigned, realize that I am fully responsible, and will be held accountable by the University, for maintaining the terms of this statement. I am not a nonimmigrant student and I do not hold any other temporary status in the United States. My relationship to the applicant is ______________________________.

| | |
|---|---|
| ______________________________<br>Sponsor's signature | ______________________________<br>Stamp and signature of Notary Public or Government Official |
| ______________________________<br>______________________________<br>Sponsor's address | ______________________________<br>Date |

## STATEMENT FROM A BANK OR FINANCIAL ESTABLISHMENT

This is to certify that ______________________________, whose signature appears above as sponsor, has sufficient funds to cover the amount of expenses of the student applicant named and that the information furnished by the sponsor regarding the availability of funds is true and accurate.

| | |
|---|---|
| ______________________________<br>Signature of Bank Official | ______________________________<br>Title of Bank Official |
| ______________________________<br>Name<br>Place official bank seal here | ______________________________<br>______________________________<br>Address of bank |
| | ______________________________<br>Date |

*Note: Statement from bank must be from sponsor's bank not from the student's bank.*

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# Programs of Study

**Directions:**
Select your intended field of study from the following and enter your selection on question 7 of the application.

## College of Agriculture

Agribusiness
Agricultural economics
Agricultural education
Agricultural journalism
Agricultural technology management
Agronomy
Animal sciences and industry
Bakery science and management
Feed science and management
Food science and industry
Horticultural therapy
Horticulture
Milling science and management
Park resource management
Parks and recreation administration

## College of Architecture and Design

Architecture
Interior architecture
Landscape architecture

## College of Arts and Sciences

Anthropology
Art
Biochemistry
Biology—general
Chemical science
Chemistry—general
Computer science
Economics
English
Fine arts
Fisheries and wildlife biology
Geography
Geology
Geophysics
History
Humanities
Information systems
Journalism and mass communications
Kinesiology
Life sciences
Mathematics
Microbiology
Modern languages
Music
Music—applied
Music theatre
Music education
Philosophy
Physical sciences
Physics
Political science
Psychology
Radio–television
Social sciences
Social work
Sociology
Speech
Speech pathology and audiology
Statistics
Theatre

## College of Business Administration

Accounting
Finance
General business administration
Management
Marketing

## College of Education

Elementary education
Secondary education

## College of Engineering

Agricultural engineering
Architectural engineering
Chemical engineering
Civil engineering
Computer engineering
Construction science and management
Electrical engineering
Industrial engineering
Mechanical engineering
Nuclear engineering

## College of Human Ecology

Apparel and textile marketing
Apparel design
Community health and nutrition
Dietetics
Early childhood education
Family and consumer economics
Food science
Hotel and restaurant management
Human development and family studies
Human ecology, general
Human ecology and mass
communication
Interior design
Nutrition and exercise science
Nutritional sciences
Textiles

## *Secondary Majors

American ethnic studies
Gerontology
Industrial and labor relations
International studies
Latin American studies
South Asian studies
Women's studies

*Interdisciplinary programs are open to students in all colleges. Designed to be taken concurrently with primary major.

## College of Technology, K-State at Salina

**Bachelor's Degrees**

Electronic engineering technology
Mechanical engineering technology

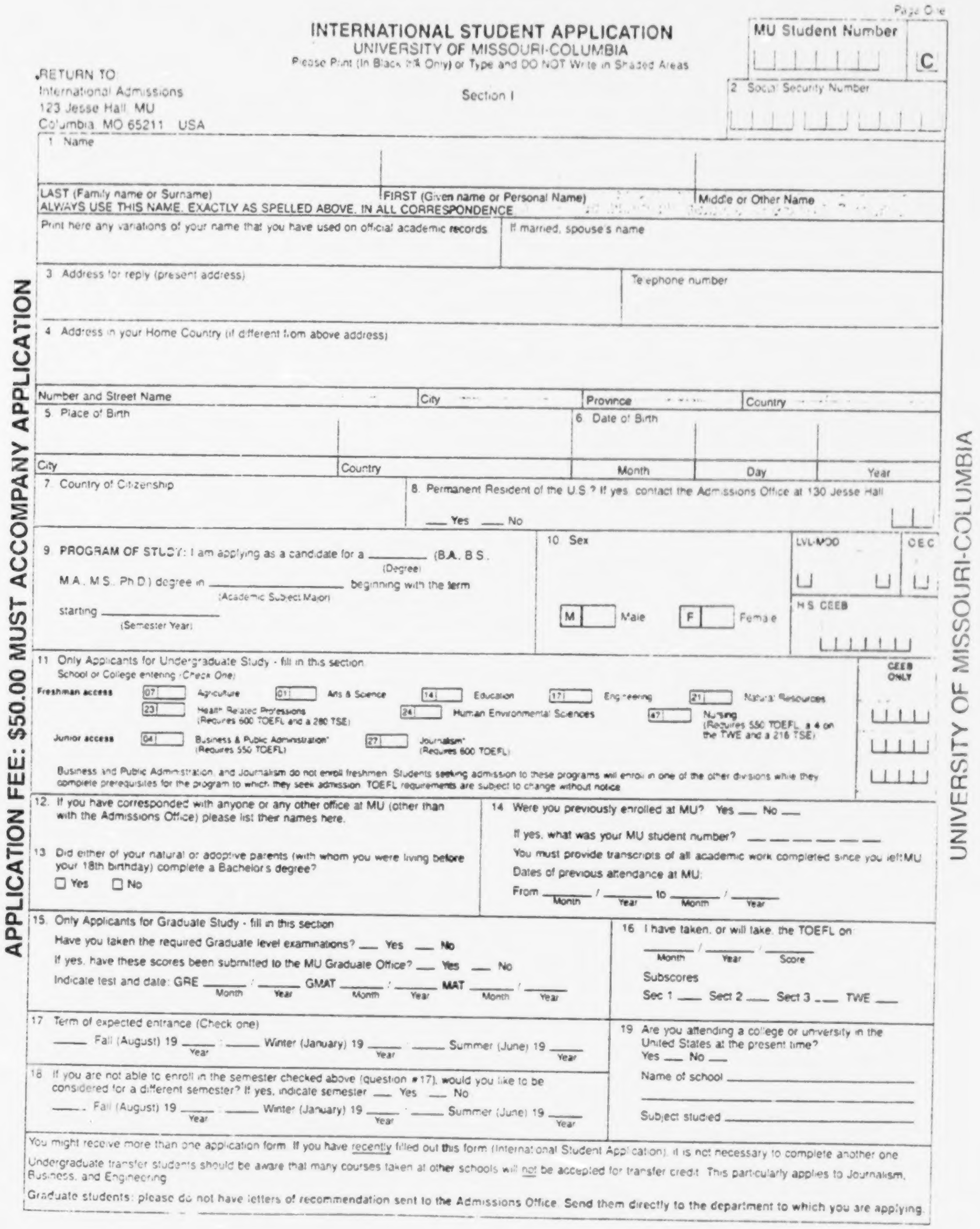
**Associate Degrees**

Airframe and powerplant (certificate)
Aviation maintenance
Aviation maintenance technology
Chemical engineering technology
Civil engineering technology
  Construction
Computer engineering technology
Computer information systems
Computer science technology
Electronic engineering technology
  Avionics
Industrial engineering technology
Mechanical engineering technology
  Automated manufacturing
  Design
Professional pilot
Surveying technology
  Geographic information systems

**Notice of Nondiscrimination**
Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, handicap, religion, age, sexual orientation, or other nonmerit reasons, in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, has been delegated to Jane D. Rowlett, Ph.D., Director, Affirmative Action Office, 214 Anderson Hall, Kansas State University, Manhattan, Kansas 66506–0104, (913/532-6220).

E730-312-892-5M

Document 4.2d.



Page One

## INTERNATIONAL STUDENT APPLICATION

UNIVERSITY OF MISSOURI-COLUMBIA

Please Print (In Black Ink Only) or Type and DO NOT Write in Shaded Areas

MU Student Number ☐☐☐☐☐☐☐ C

RETURN TO:
International Admissions
123 Jesse Hall, MU
Columbia, MO 65211 USA

Section I

2. Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

1. Name

LAST (Family name or Surname) | FIRST (Given name or Personal Name) | Middle or Other Name

ALWAYS USE THIS NAME, EXACTLY AS SPELLED ABOVE, IN ALL CORRESPONDENCE

Print here any variations of your name that you have used on official academic records

If married, spouse's name

3. Address for reply (present address)

Telephone number

4. Address in your Home Country (if different from above address)

Number and Street Name | City | Province | Country

5. Place of Birth: City | Country

6. Date of Birth: Month | Day | Year

7. Country of Citizenship

8. Permanent Resident of the U.S.? If yes, contact the Admissions Office at 130 Jesse Hall

___ Yes ___ No ☐☐

9. PROGRAM OF STUDY: I am applying as a candidate for a ________ (Degree) (B.A., B.S., M.A., M.S., Ph.D.) degree in ____________ (Academic Subject Major) beginning with the term starting ____________ (Semester Year)

10. Sex

M ☐ Male F ☐ Female

LVL-MOD ☐ ☐ OEC ☐

H.S. CEEB ☐☐☐☐☐☐

11. Only Applicants for Undergraduate Study - fill in this section

School or College entering (Check One)

**Freshman access**

- 07 ☐ Agriculture
- 01 ☐ Arts & Science
- 14 ☐ Education
- 17 ☐ Engineering
- 21 ☐ Natural Resources
- 23 ☐ Health Related Professions (Requires 600 TOEFL and a 280 TSE)
- 24 ☐ Human Environmental Sciences
- 47 ☐ Nursing (Requires 550 TOEFL, a 4 on the TWE and a 216 TSE)

**Junior access**

- 04 ☐ Business & Public Administration* (Requires 550 TOEFL)
- 27 ☐ Journalism* (Requires 600 TOEFL)

Business and Public Administration, and Journalism do not enroll freshmen. Students seeking admission to these programs will enroll in one of the other divisions while they complete prerequisites for the program to which they seek admission. TOEFL requirements are subject to change without notice.

CEEB ONLY ☐☐☐☐ ☐☐☐☐ ☐☐☐☐

12. If you have corresponded with anyone or any other office at MU (other than with the Admissions Office) please list their names here.

13. Did either of your natural or adoptive parents (with whom you were living before your 18th birthday) complete a Bachelor's degree?

☐ Yes ☐ No

14. Were you previously enrolled at MU? Yes ___ No ___

If yes, what was your MU student number? ___ ___ ___ ___ ___ ___

You must provide transcripts of all academic work completed since you left MU

Dates of previous attendance at MU:

From ______ (Month) / ______ (Year) to ______ (Month) / ______ (Year)

15. Only Applicants for Graduate Study - fill in this section

Have you taken the required Graduate level examinations? ___ Yes ___ No

If yes, have these scores been submitted to the MU Graduate Office? ___ Yes ___ No

Indicate test and date: GRE ______ (Month) / ______ (Year) GMAT ______ (Month) / ______ (Year) MAT ______ (Month) / ______ (Year)

16. I have taken, or will take, the TOEFL on:

______ (Month) / ______ (Year) / ______ (Score)

Subscores

Sec 1 ___ Sect 2 ___ Sect 3 ___ TWE ___

17. Term of expected entrance (Check one)

___ Fall (August) 19 ___ (Year) ; ___ Winter (January) 19 ___ (Year) ; ___ Summer (June) 19 ___ (Year)

18. If you are not able to enroll in the semester checked above (question #17), would you like to be considered for a different semester? If yes, indicate semester ___ Yes ___ No

___ Fall (August) 19 ___ (Year) ; ___ Winter (January) 19 ___ (Year) ; ___ Summer (June) 19 ___ (Year)

19. Are you attending a college or university in the United States at the present time?

Yes ___ No ___

Name of school ____________

Subject studied ____________

You might receive more than one application form. If you have recently filled out this form (International Student Application), it is not necessary to complete another one.

Undergraduate transfer students should be aware that many courses taken at other schools will not be accepted for transfer credit. This particularly applies to Journalism, Business, and Engineering.

Graduate students: please do not have letters of recommendation sent to the Admissions Office. Send them directly to the department to which you are applying.

APPLICATION FEE: $50.00 MUST ACCOMPANY APPLICATION

UNIVERSITY OF MISSOURI-COLUMBIA

Document 4.3a. Sample Admissions Application for International Students
*University of Missouri-Columbia*

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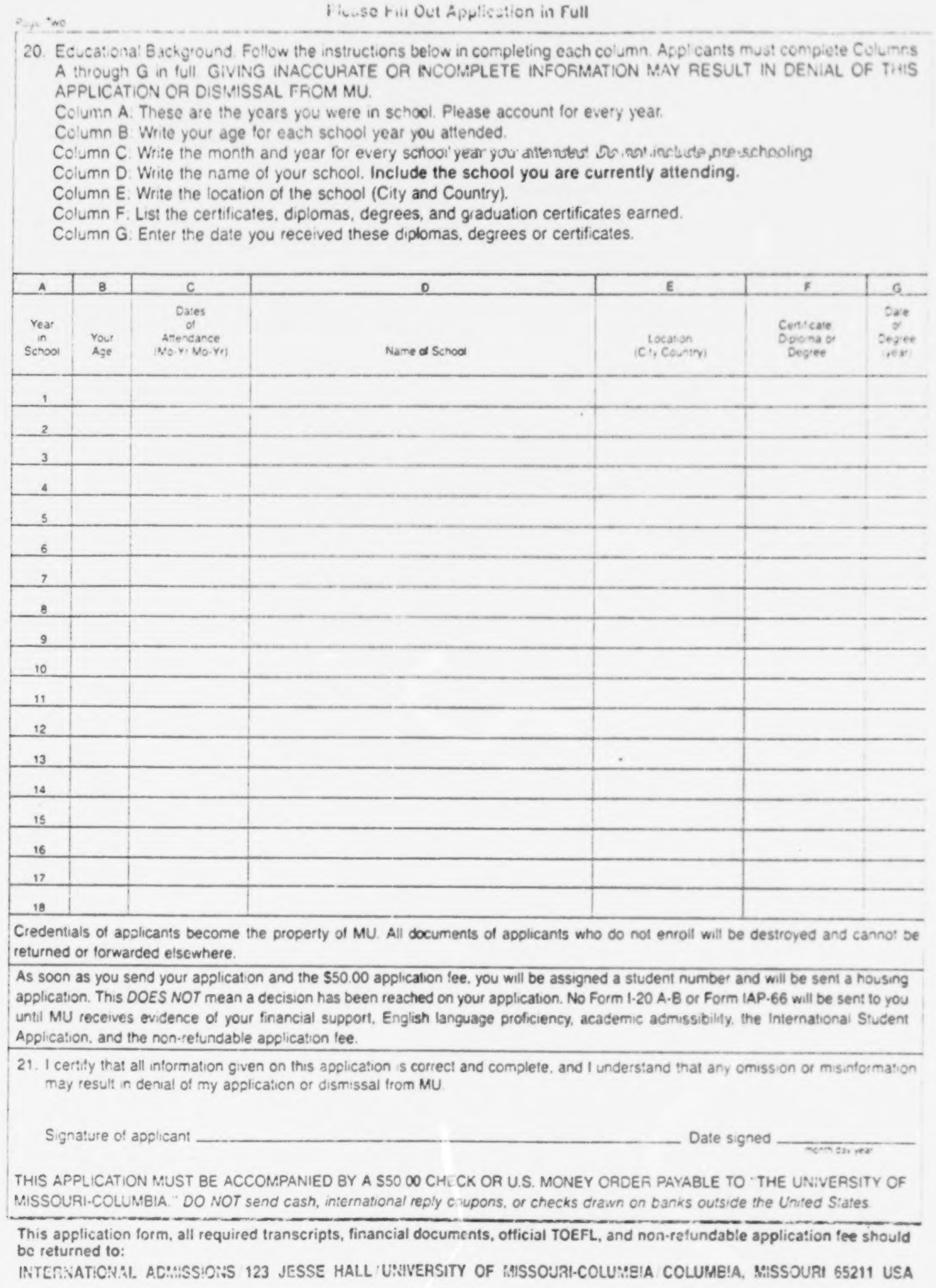

Page Two

Please Fill Out Application in Full

20. Educational Background. Follow the instructions below in completing each column. Applicants must complete Columns A through G in full. GIVING INACCURATE OR INCOMPLETE INFORMATION MAY RESULT IN DENIAL OF THIS APPLICATION OR DISMISSAL FROM MU.

Column A: These are the years you were in school. Please account for every year.
Column B: Write your age for each school year you attended.
Column C: Write the month and year for every school year you attended. Do not include pre-schooling
Column D: Write the name of your school. **Include the school you are currently attending.**
Column E: Write the location of the school (City and Country).
Column F: List the certificates, diplomas, degrees, and graduation certificates earned.
Column G: Enter the date you received these diplomas, degrees or certificates.

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| Year in School | Your Age | Dates of Attendance (Mo-Yr Mo-Yr) | Name of School | Location (City Country) | Certificate Diploma or Degree | Date of Degree (year) |
| 1 | | | | | | |
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Credentials of applicants become the property of MU. All documents of applicants who do not enroll will be destroyed and cannot be returned or forwarded elsewhere.

As soon as you send your application and the $50.00 application fee, you will be assigned a student number and will be sent a housing application. This *DOES NOT* mean a decision has been reached on your application. No Form I-20 A-B or Form IAP-66 will be sent to you until MU receives evidence of your financial support, English language proficiency, academic admissibility, the International Student Application, and the non-refundable application fee.

21. I certify that all information given on this application is correct and complete, and I understand that any omission or misinformation may result in denial of my application or dismissal from MU.

Signature of applicant ______________________ Date signed ______________
month day year

THIS APPLICATION MUST BE ACCOMPANIED BY A $50.00 CHECK OR U.S. MONEY ORDER PAYABLE TO "THE UNIVERSITY OF MISSOURI-COLUMBIA." *DO NOT send cash, international reply coupons, or checks drawn on banks outside the United States.*

**This application form, all required transcripts, financial documents, official TOEFL, and non-refundable application fee should be returned to:**

INTERNATIONAL ADMISSIONS 123 JESSE HALL/UNIVERSITY OF MISSOURI-COLUMBIA COLUMBIA, MISSOURI 65211 USA

**Document 4.3b.**

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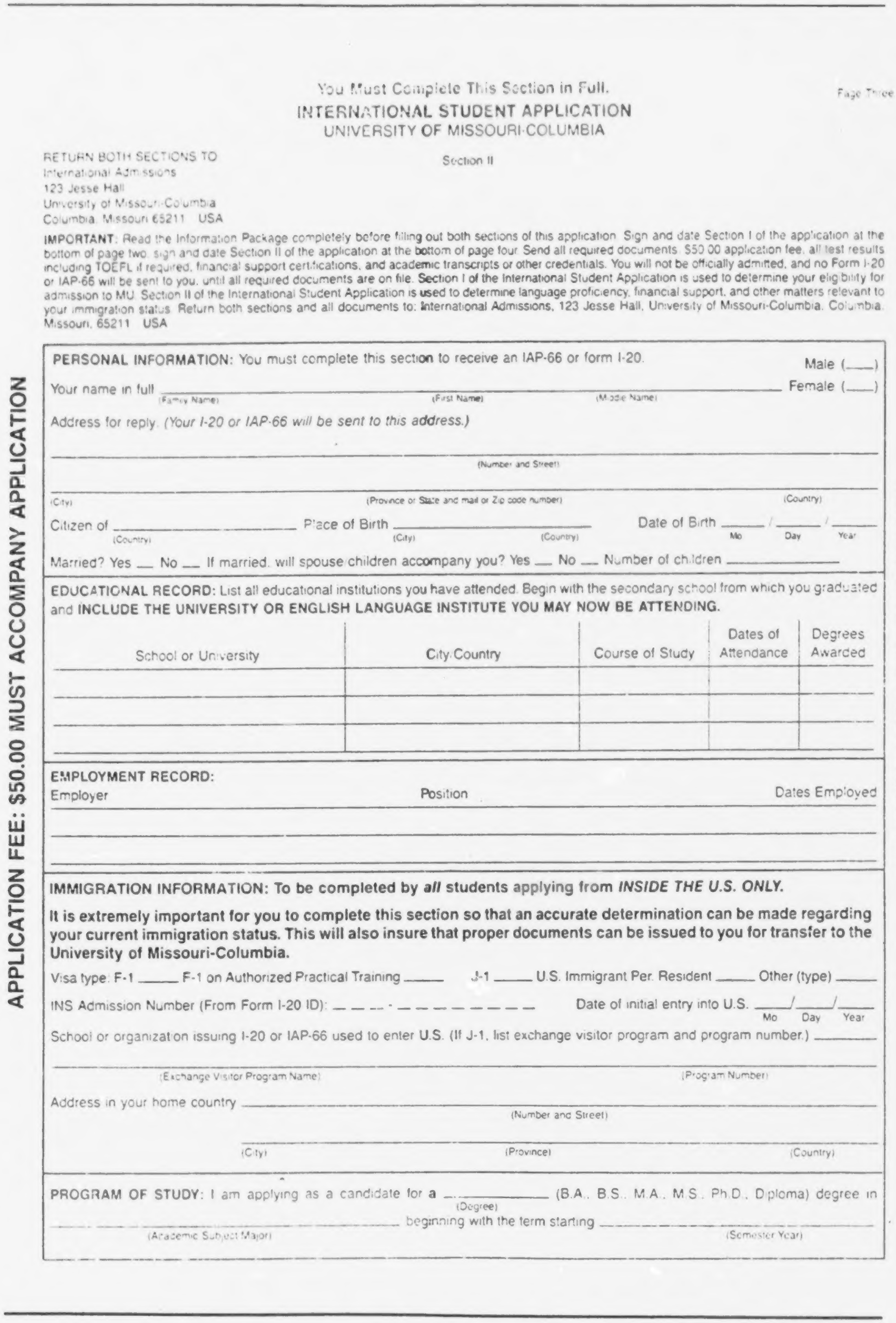

APPLICATION FEE: $50.00 MUST ACCOMPANY APPLICATION

You Must Complete This Section in Full.

Page Three

## INTERNATIONAL STUDENT APPLICATION
### UNIVERSITY OF MISSOURI-COLUMBIA

RETURN BOTH SECTIONS TO
International Admissions
123 Jesse Hall
University of Missouri-Columbia
Columbia, Missouri 65211 USA

Section II

**IMPORTANT:** Read the Information Package completely before filling out both sections of this application. Sign and date Section I of the application at the bottom of page two, sign and date Section II of the application at the bottom of page four. Send all required documents, $50.00 application fee, all test results including TOEFL if required, financial support certifications, and academic transcripts or other credentials. You will not be officially admitted, and no Form I-20 or IAP-66 will be sent to you, until all required documents are on file. Section I of the International Student Application is used to determine your eligibility for admission to MU. Section II of the International Student Application is used to determine language proficiency, financial support, and other matters relevant to your immigration status. Return both sections and all documents to: International Admissions, 123 Jesse Hall, University of Missouri-Columbia, Columbia, Missouri, 65211 USA

**PERSONAL INFORMATION:** You must complete this section to receive an IAP-66 or form I-20.

Male (____)

Your name in full ________________________ (Family Name) (First Name) (Middle Name) Female (____)

Address for reply. *(Your I-20 or IAP-66 will be sent to this address.)*

________________________ (Number and Street)

________________________ (City) (Province or State and mail or Zip code number) (Country)

Citizen of ____________ (Country) Place of Birth ____________ (City) (Country) Date of Birth ____/____/____ Mo Day Year

Married? Yes ___ No ___ If married, will spouse/children accompany you? Yes ___ No ___ Number of children ____________

**EDUCATIONAL RECORD:** List all educational institutions you have attended. Begin with the secondary school from which you graduated and **INCLUDE THE UNIVERSITY OR ENGLISH LANGUAGE INSTITUTE YOU MAY NOW BE ATTENDING.**

| School or University | City/Country | Course of Study | Dates of Attendance | Degrees Awarded |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

**EMPLOYMENT RECORD:**

| Employer | Position | Dates Employed |
|---|---|---|
| | | |
| | | |
| | | |

**IMMIGRATION INFORMATION: To be completed by *all* students applying from *INSIDE THE U.S. ONLY.***

**It is extremely important for you to complete this section so that an accurate determination can be made regarding your current immigration status. This will also insure that proper documents can be issued to you for transfer to the University of Missouri-Columbia.**

Visa type: F-1 _____ F-1 on Authorized Practical Training _____ J-1 _____ U.S. Immigrant Per. Resident _____ Other (type) _____

INS Admission Number (From Form I-20 ID): _ _ _ - _ _ _ _ _ _ _ _ Date of initial entry into U.S. ____/____/____ Mo Day Year

School or organization issuing I-20 or IAP-66 used to enter U.S. (If J-1, list exchange visitor program and program number.) ________

________________________ (Exchange Visitor Program Name) (Program Number)

Address in your home country ________________________ (Number and Street)

________________________ (City) (Province) (Country)

**PROGRAM OF STUDY:** I am applying as a candidate for a ____________ (Degree) (B.A., B.S., M.A., M.S., Ph.D., Diploma) degree in ____________ (Academic Subject Major) beginning with the term starting ____________ (Semester Year)

Document 4.3c.

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## Please Fill Out This Application in Full

FINANCIAL INFORMATION. Read the entire section on "Documentation of Financial Support," including "Financial aid and employment," before filling out the Financial Outline below. This information must be complete, and your documentation must be certified and up-to-date, as follows:

1. Self-Support: Bank statement in your name.
2. Family or Other Support: Statement from family member and bank statements or other documentation certifying amount of funds.
3. Sponsored Scholarship: Certification letter stating amount and terms of award tenable at MU.
4. MU Financial Aid: Letter of award from department or office.
5. If you are living in the United States, please send a U.S. bank statement.

RATE OF EXCHANGE OF YOUR NATIVE CURRENCY: ______________________ TO ONE U.S. DOLLAR

### FINANCIAL SUPPORT OUTLINE

| Check Box(es) Sources of Funds | Assured Support | Projected Support (include 10% cost increase per year) | | |
|---|---|---|---|---|
| | First Year | Second Year | Third Year | Fourth Year |
| 1.<br>☐ SELF-SUPPORT<br>SHOW AMOUNT IN U.S. DOLLARS AND ATTACH OFFICIAL BANK STATEMENT | $ | $ | $ | $ |
| 2.<br>☐ PARENTS OR INDIVIDUAL SPONSORS<br>Name(s) ____________<br>Relationship ____________<br>Occupation ____________<br>Annual Income in U.S. Dollars ____________<br>Total Assets in U.S. Dollars ____________<br>Number of dependents sponsored by your family attending school in the U.S. ____________<br>What school? ____________<br>Do you have relatives living in the U.S.? Yes ____ No ____<br>What relation? ____________<br>SHOW AMOUNT IN U.S. DOLLARS AND ATTACH LETTER OF SUPPORT AND BANK STATEMENT(S). | $ | $ | $ | $ |
| 3.<br>☐ YOUR GOVERNMENT OR OTHER SPONSORING AGENCY ____________<br>Name of Government or Agency<br>SHOW AMOUNT IN U.S. DOLLARS AND ATTACH LETTER OF AWARD. DO YOU NEED A LETTER OF ADMISSION TO SECURE A LETTER OF AWARD?<br>Yes ☐ No ☐ | $ | $ | $ | $ |
| 4.<br>☐<br>I have been awarded a ____________<br>(type of award)<br>I have will apply for a ____________<br>(type of award)<br>Show amount in U.S. dollars and attach letter of award. | $ | $ | $ | $ |
| TOTAL | $ | $ | $ | $ |

COMPLETE THE FOLLOWING BUDGET FOR YOUR FIRST YEAR OF STUDIES. REFER TO THE ***"REQUIRED FEES AND ESTIMATED LIVING EXPENSES"*** SECTION OF THE INFORMATION SHEET.

| | Amount in U.S. Dollars | Source |
|---|---|---|
| Tuition and fees | | |
| Room and Board | | |
| Books and Supplies | | |
| Personal Expenditures (clothes, recreation, etc.) | | |
| Travel (to the U.S. and within country) | | |
| TOTAL | | |

**ALL APPLICANTS MUST SIGN THIS FORM** ************************************************

I certify that the above information is true and accurate.

______________________________________ Date ____/____/____

Applicant's signature Month Day Year

DAR 5/93

Document 4.3d.

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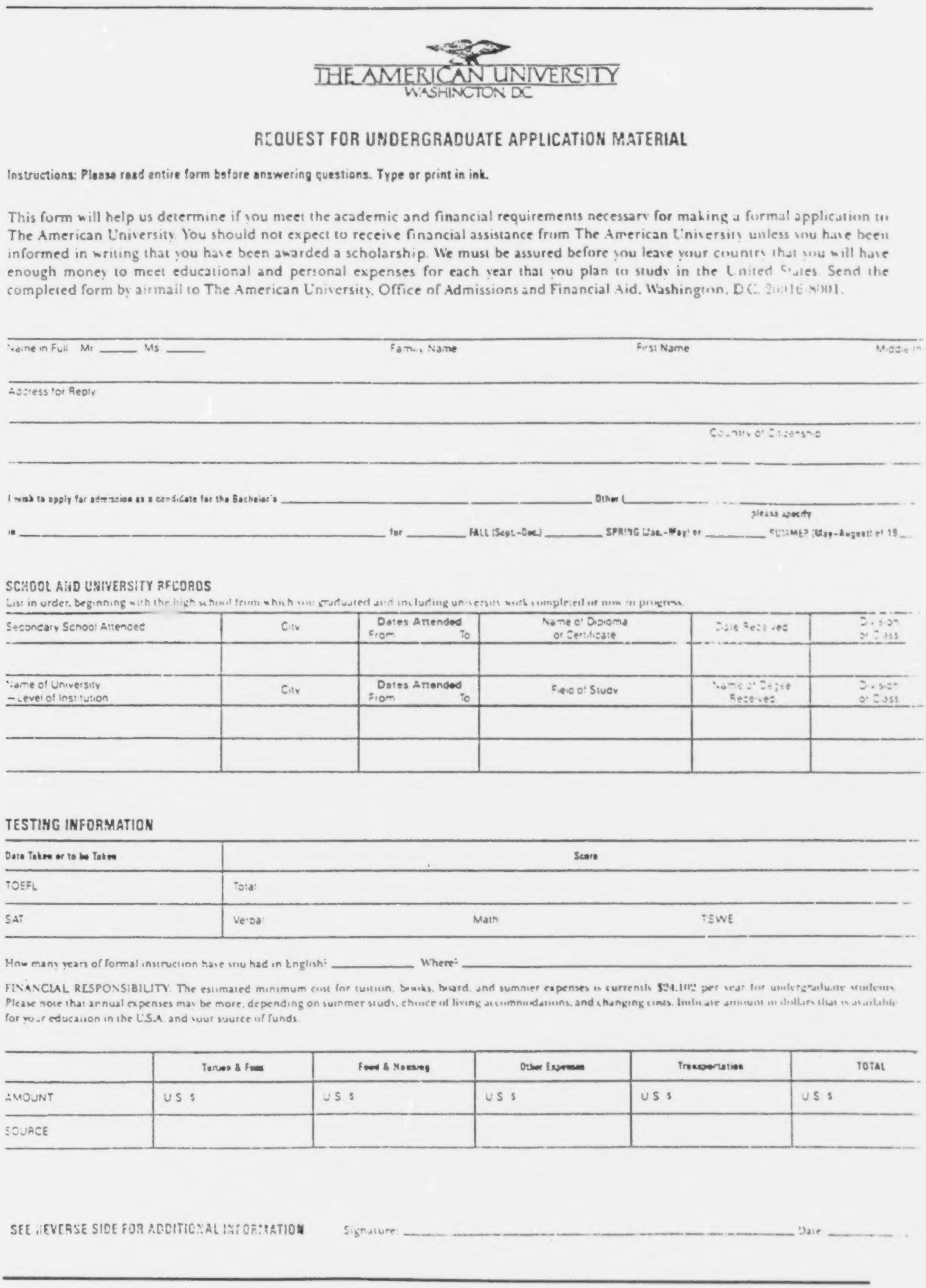

THE AMERICAN UNIVERSITY
WASHINGTON DC

## REQUEST FOR UNDERGRADUATE APPLICATION MATERIAL

**Instructions: Please read entire form before answering questions. Type or print in ink.**

This form will help us determine if you meet the academic and financial requirements necessary for making a formal application to The American University. You should not expect to receive financial assistance from The American University unless you have been informed in writing that you have been awarded a scholarship. We must be assured before you leave your country that you will have enough money to meet educational and personal expenses for each year that you plan to study in the United States. Send the completed form by airmail to The American University, Office of Admissions and Financial Aid, Washington, D.C. 20016-8001.

Name in Full  Mr ______ Ms ______  Family Name  First Name  Middle In

Address for Reply

Country of Citizenship

I wish to apply for admission as a candidate for the Bachelor's ____________ ____________ Other (____________ please specify

in ____________ for ______ FALL (Sept.–Dec.) ______ SPRING (Jan.–May) or ______ SUMMER (May–August) of 19__

### SCHOOL AND UNIVERSITY RECORDS

List in order, beginning with the high school from which you graduated and including university work completed or now in progress.

| Secondary School Attended | City | Dates Attended<br>From To | Name of Diploma or Certificate | Date Received | Division of Class |
|---|---|---|---|---|---|
| | | | | | |
| Name of University — Level of Institution | City | Dates Attended<br>From To | Field of Study | Name of Degree Received | Division of Class |
| | | | | | |
| | | | | | |

### TESTING INFORMATION

| Date Taken or to be Taken | Score | | |
|---|---|---|---|
| TOEFL | Total | | |
| SAT | Verbal | Math | TSWE |

How many years of formal instruction have you had in English? ______ Where? ______________

FINANCIAL RESPONSIBILITY. The estimated minimum cost for tuition, books, board, and summer expenses is currently $24,102 per year for undergraduate students. Please note that annual expenses may be more, depending on summer study, choice of living accommodations, and changing costs. Indicate amount in dollars that is available for your education in the U.S.A. and your source of funds.

| | Tuition & Fees | Food & Housing | Other Expenses | Transportation | TOTAL |
|---|---|---|---|---|---|
| AMOUNT | U.S. $ | U.S. $ | U.S. $ | U.S. $ | U.S. $ |
| SOURCE | | | | | |

SEE REVERSE SIDE FOR ADDITIONAL INFORMATION  Signature: ____________ Date: ______

Document 4.4a. Sample Preadmissions Application
*The American University*

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## MAJOR PROGRAMS

The university has four academic divisions which offer undergraduate programs: College of Arts and Sciences, Kogod College of Business Administration, School of International Service, and School of Public Affairs.

Majors available at the undergraduate level are listed by school or college below.

### College of Arts and Sciences

**American Studies**

**Anthropology**

**Art**
- Art History
- Design
- Fine Arts
- Studio Art

**Biology**
- Biology
- Environmental Studies (2nd major only)

**Chemistry**

**School of Communication**
- Broadcast Journalism
- Foreign Language and Communication Media
- Print Journalism
- Public Communication
- Visual Media

**Computer Science and Information Systems**
- Computer Science
- Computer Systems Applications
- Public Systems Management

**Economics**
- Economics
- Economic Theory

**School of Education**
- Elementary Education

**History**

**Interdepartmental and Pre-Professional Programs**
- Distributed Sciences
- Pre-Medicine
- Pre-Veterinary

**Jewish Studies**

**Language and Foreign Studies**
- French Studies
- German Studies
- Russian Studies
- Spanish Studies

**Literature**
- Cinema Studies
- Literature

**Mathematics and Statistics**
- Applied Mathematics
- Mathematics
- Statistics

**Performing Arts**
- Music
- Theatre

**Philosophy and Religion**
- Philosophy
- Religion

**Physics**
- Audio Technology
- Physics

**Psychology**
- Psychology
- Social Psychology

**Sociology**

### Kogod College of Business Administration

- Accounting
- Business Management
- Information Systems
- Finance
- International Business
- Marketing
- Operations Analysis and Information Systems
- Real Estate and Urban Development
- Real Estate Finance

### School of International Service

- French/West European Area Studies
- German/West European Area Studies
- International Studies
- Russian/USSR Area Studies
- Spanish/Latin American Area Studies

### School of Public Affairs

- Communication, Legal Institutions, Economics, and Government
- Justice
- Law and Society
- Political Science
- Public Administration

### Special Programs

Interdisciplinary majors are available in all colleges and schools.

Cooperative education placements and internships are available in a wide variety of fields.

Study Abroad Program: semester study in London, Brussels, Rome, Paris, Madrid, Copenhagen, Vienna, Poznan (Poland) Buenos Aires, and Beijing (China).

Honors Program: University Honors Program offers special seminars, workshops, field trips, and social events.

Special Living Situations: one international residence hall, special-interest floors in other residence halls.

Consortium Registration: full-time degree students may enroll in courses unavailable at American at any of the nine other member institutions of the Consortium of Universities of the Washington Metropolitan Area.

Washington Semester Program: semester programs in topic areas open to students at American and at other colleges and universities. Programs include internships, seminars, and other learning opportunities.

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# COMPUTER SUPPORT AND AUTOMATION ISSUES

The title of this chapter is not "How to Computerize Your International Admissions Operation"; that implies a unique chapter for every reader, given differences in office size, equipment, goals, technical expertise, etc. This chapter does provide a framework to help you review your current setup as well as some concrete suggestions that can be carried out in a wide variety of existing systems.

## The Three Ps: Principles, Programs, and Procedures

Using the approach of the Three Ps will help you distinguish the "what" and "how" issues from the "why's" and will help you retain the main points from this chapter.

### Principles

Principles are *general statements or concepts that underlie action programs and specific procedures*. They are few in number and very often are not explicitly formalized. The following eight principles, though not an exhaustive list, are sufficient to prompt further thought about your own operating environment.

#### Do Routine Jobs Better, Faster, and Cheaper than the Last Time

Twenty years ago, "better, faster, cheaper" as an office management principle justified the outlay of almost a thousand dollars to purchase an IBM Selectric 2, that wonderful machine that could erase a typo with the touch of a key. Today, this principle might be the justification for investing in computer training to reap the benefits latent in the powerful PCs at our fingertips. In practice, how do you apply the principle? The following scenario illustrates the principle "better, faster, cheaper."

> *Suppose you want to replace your dot matrix printer with a laser printer. The first two qualifiers, better and faster, obviously apply. What about cheaper? Not having to remove tractor feed paper edges saves time; letterhead on tractor feed is much more expensive than cut sheet letterhead; a single laser printer easily serves more than one computer by a variety of switching methods so that a single printer can replace several dedicated printers. Conclusion: The laser printer is not only better and faster, it is also in the very short run cheaper.*

#### "It is Better to Teach Someone How to Fish than to Give Someone a Fish"

The adage about teaching people to provide for themselves rather than repeatedly receiving goods is common in the context of foreign aid. How does the principle apply to computer support in international admissions? Consider the following case.

> *You hire a computer specialist to develop a database and write a program to support functions related to processing inquiries, applications, or other common office operations. The specialist completes the job and leaves, creating little or no documentation. The office has a fish alright, but it soon becomes a foul-smelling one that grows useless with age, since the developer is not available to modify or upgrade the program in response to changing needs.*

The wise office manager will establish priorities for sufficient staff training to get the maximum benefit from the many powerful programs employed in the international admissions office. Training should also focus on ways to overcome the technophobia prevalent in the international arena.

#### Select the Proper Tool for the Task

You can pound a nail with the head of a wrench, turn a screw with a chisel, and split a board with a claw hammer, but a hammer, screwdriver, and ax do the respective jobs much more efficiently. It is important that you understand the essential differences between mainframes and PCs, between wordprocessors and desktop publishers, between databases and spreadsheets: these are the bread-and-butter tools of a computerized office. In addition, you should be aware of a range of specialty "tools," such as nametag software, calendar creators, desktop utilities, etc.

### Make Use of Local Computer Support Staff

Just a few years ago nearly everything related to databases for handling inquiries, applications, and enrolled students was on a mainframe and computer support staff were essential for every minor change. The choice between using the campus mainframe and an independent microcomputer environment is increasingly difficult given the high power and low price of today's microcomputers. The new trend is for various campus areas to use independent PC networks. The office manager, therefore, has a wider range of options and needs to think through precisely what tasks should be done in which computer environment. Work closely with your institutional computer support staff as you manage the changes. Ask for their advice and do not be afraid to seek training. Experienced computer users in other administrative or faculty offices are also great sources of help and information.

Mainframe issues involve more than technical aspects because they deal with campuswide policies and procedures on information management. Mainframe-based data are accessible by any department or division with terminal access, which in university admissions is most helpful when various departments have input into the admission process. Any move to a local environment PC network requires full support of higher administration as well as the technical help of computer support staff.

### One Touch is Enough

Multiple entry of identical data into different files or writing out something already entered into a computer simply does not make sense. An office in which this happens is wasting time and energy that could be used to expand services and programs. Once information is put into a computer file, copying it, printing it out in various formats, moving it from one computer system to another, incorporating it into reports, etc. is similar to pouring water from one container to another, to another, to another, etc. (except that in the case of computer data, it can remain in each electronic "container" into which it is dumped, whereas the water itself moves from one to another, without remaining behind).

Importing and exporting data involves understanding the common medium of exchange. For textual data (as opposed to graphics), the medium is standard ASCII format, either fixed length or delimited. Most software programs have context-sensitive help screens that can "walk you through" the process of importing and exporting data.

### Master Simple Solutions Before Trying More Complex Solutions

The computing power of even the simplest database or spreadsheet software is so great that they could run many of the affairs of an entire university: scheduling of facilities, conference registrations, financial tracking and projections, bookstore inventories, maintenance schedules, etc. They also can run a sophisticated international marketing, recruitment, and admissions operation. Before launching into such a venture, you should investigate various software and become knowledgeable about the many options offered. Once you master the basics, go back to the first principle "better, faster, cheaper" and think of ways to improve the operations with a little more complex use of the software tools available.

### Independence is Compatible with Conformity

Many on campus complain that "they are forced to use such and such because it is a campuswide choice of software, procedure, etc." By and large, the primary concern of top administrators is that the job get done and get done well. They will respect a manager who has the initiative to do what is necessary to get that job done in the "best, fastest, and cheapest" way possible. Do not be afraid to make a bold step forward that is out of line with what others are doing or have consistently done. Being an innovator takes clear thinking, hard work, and at least a little risk taking.

### It is Okay to Jump-Start the Process

Because "time is money" and computer manuals are not the best source for learning new software, you may decide to bring in outside help to make any significant changes in your computer support systems. You need someone who can both focus on the special needs of international admissions and be able to teach well. After tapping the resources of your computer center, investigate special skills classes at a local computer center or technical school, special sessions or workshops offered at NAFSA or AACRAO conferences, or even a consultant.

Although NAFSA does not offer computer consultants, Microsig, NAFSA's special interest section, can help in many ways. Microsig's Steering Committee, under the leadership of John Hopkins of the University of Tempere, in Finland, developed in 1992-93 a series of "layered training outlines" in four skills areas: general computer competency, databases, desktop publishing, and electronic mail (e-mail). The outlines are available on file on Inter-L, NAFSA's Internet discussion list, as well as online via "gopher" on Internet. Microsig will be an increasingly available resource for help in international office support.

### Programs

A program is a *coordinated series of actions and procedures that are necessary to produce a systematic result or series of results*. The following section gives examples of programs related to office operations supported by computerization. These are examples for your consideration; you are encouraged to write down what your programs of action are in your office.

### To Systematize International Admissions Information: Acquisition, Storage, Retrieval

A cursory glance around the typical international admissions office reveals evidence of systems for the acquisition, storage, and retrieval of admissions information—the rows of AACRAO World Education Series volumes on individual countries, AACRAO-NAFSA PIER reports covering clusters of countries, various compendia or encyclopedia of universities around the world, periodical storage cartons for publications such as *The Advising Quarterly* and *NAFSA Newsletter* and filing cabinet drawers with manila folders containing notes and clippings from various sources. But, what kind of information is stored in the PCs in the office complex? How is it stored? More importantly, how is the information retrieved and how is it updated?

If your institution actively seeks international student applications, the names and addresses of overseas advising offices are essential for promotion abroad. A database is the logical storage device for this information. The primary source of data for this file is The College Board's *Guide to Overseas Advising Agencies*. If you do not have such a database file already, the simplest way to start one is to purchase the above publication in disk format.

In addition to the fields required to handle the data—name, address, city, country, phone, FAX, etc.—you can add other fields such as e-mail address, video, notes, code, frequency, number of packets, etc. to track your contact with each office. For example, mark a date or an X in the video field if you have sent a campus video to the advising office; annotate the notes field if you visit the office on a recruitment trip; indicate how often you want to send materials in the frequency field: annually, semi-annually, quarterly; indicate how many brochures you send on a regular basis in the number of packets field; in the codes field, use a number or letter to distinguish between those to which you can send materials APO or FPO as opposed to those which need foreign postage.

Once you have a good database file designed, think of all the additional information you can add—private advising agencies, embassies in the United States, international schools around the world, Department of Defense high schools, public or private high schools in the local systems of given countries, colleges and universities, and maybe certain alums or individuals who can help market your institution. A different code for each additional category of entry enables you to work with any subgroup in the database.

In addition to a comprehensive marketing database file, there are other areas of information that lend themselves to computer storage. Consider the data you gather on applicants and the data you have on enrolled students. Suppose you are trying to gather internal data on the appropriate GPA to require for acceptance. If you have the GPA provided at the time of application entered into your university computer, you could do an analysis on the GPA at the point of entrance and on the GPA earned at your institution and the resulting report would show how many GPAs of X earned a GPA of Y at your institution. Depending on the complexity of your database, your report can focus on specific groups such as students from a given country or a particular feeder institution, providing hard data to guide your future admissions decisions for those groups of students.

Consider another source of admissions information that you can easily organize with computer support in your office: the daily flow of questions and responses on Inter-L. Printing and storing hard copies of useful messages results in an unwieldy file or notebook. Retrieval of data from this discussion list is much easier and faster if it is kept in a database. Imagine a rudimentary file with a few fields such as country, institution, document name(s), grading system, placement recommendation, and notes. If you summarize the essential content of admissions information on Inter-L into the above fields, you soon have a valuable source of information, much of which is not available in printed documents.

Another method of storing and retrieving Inter-L messages is to save a message in word-processing file and append all related messages to the file. A character string search in the file quickly locates the needed data. In a Windows-based PC environment, all or parts of any message can be copied to the clipboard and then inserted directly into a database record. This is the fastest and easiest method for both storage and later retrieval.

These illustrations of using computer support to systematize the acquisition, storage, and retrieval of information needed in international admissions should give you a clearer idea of what is meant by an office "program" as defined at the beginning of this section. Consider a few more sample office "programs" involving computerization.

### To Personalize All Correspondence with Prospects and Applicants

In an international recruitment market deemed "very competitive" by many admissions officers, those responsible for office procedures look for ways to make their institution stand out from others competing for the same pool of potential students. A program of personalizing all correspondence may be one such approach. If the necessary tools to handle all forms of correspondence with computer support are in place and if the principle of "one touch is enough" is followed, then repeated and varied forms of correspondence are easily personalized. The process involves a merge of names and addresses with document files. Student correspondence including response to initial inquiry; follow-up letter or note to prospects who have not yet applied; letters from the department chair, dean, president, a current student, an alum, or a board member; a postcard from the office secretary; letter acknowledging deposit and airport pickup, etc. are all candidates for personalization.

The ultimate form of personalized letters (i.e., at the inquiry response level) is to not only merge names and addresses, but also key phrases and paragraph blocks that are specific to the individual inquiring. These specific paragraphs may address the country of the inquiree, the intended major or field of study, level of study, and perhaps other warm/fuzzy issues such as campus or community environment. To include specialized paragraphs in a simple template letter create a paragraph file linked to the inquiry database file. Whole paragraphs are inserted from the inquiry file into the letter by simple codes for countries, majors, programs, etc. (see Documents 5.1–5.6).

### To Justify Marketing Decisions by Regular Analysis of Yield Data

International admissions officers are responsible for making decisions involving tens of thousands of dollars. Consider a three-week recruitment trip that on the surface costs $10,000. Add the cost of at least a month of salary and benefits for the staff taking the trip, additional costs of supplementary ads or other promotional activities en route, the advance and follow-up correspondence involving data entry time, postage and materials, not to mention other unexpected costs—the price now may be $25,000. It is reasonable to assume that college and university administrative officers can expect decisions involving this amount of money to be made wisely. A "program" of justifying your marketing decisions is appropriate. The following suggestions may be helpful as you consider your system of justification.

If you took the pains to personalize all correspondence with prospects and applicants, follow up to determine if the investment of time and effort was productive. At some point after arrival on your campus, ask your students: "Of the many schools that you could have attended, why you did you choose this one?" You may be surprised to hear how many will answer, "Because in your letters to me, I knew that you were really interested in having me at your school." Ask the same sort of question to see what effect your glossy multicolor brochure, the partial tuition scholarship, the phone call from an alum, your presence at an overseas fair, etc. have on students. Are your marketing and recruitment efforts and expenditures on target with your expectations?

The single most effective way of analyzing results of marketing strategies is to include on every response piece some tracking mechanism relative to source. Track that information in your database file and generate regular reports. Suggested "source" tracking fields include foreign letter, domestic letter, current student, alum, contact in local community, IIE fair, USIS advising center, private advising center, ads in publications such as *Study in the U.S.A.*, postcard versus fill-in inquiry from the mentioned publication, etc. Retain the "source" data for the applicant and student files so that a report on the source of newly enrolled students in a given term is readily available.

A report on the reasons students choose to enroll may produce some stunning information. If, for example, 80% of your students list referrals from current and former students, it may be wise to use a portion of your marketing and recruitment funds to enhance the experience your enrolled students have at your institution. Funded field trips, special holiday celebrations, a monthly birthday party for students whose birthdays occur that month, etc. may not be justified from a student activity point of view, but you could certainly produce evidence to justify these comparatively minor expenses from a marketing point of view using the results of your tracking reports.

Depending on kinds of information you want, you can design your database files to capture the information necessary to generate your reports. A computer supported "program" of justifying how you invest institutional dollars that many departments compete for can garner enormous good will and support from higher administration.

### To Provide Immediate Response to Questions About the Status of Applicants

Imagine the following scenarios to see the impact of a "program" whereby you or anyone in your office can provide immediate information about the status of a given applicant.

> *"Hello, this is the office of international admissions. May I help you? . . . You're calling from Venezuela and you want to know if we received and processed the application of Carlos Figuero? Could you please hold the line while I run down the hallway to check the files . . . it will take only about five minutes."*

> *"Hello, this is the office of international admissions. May I help you? . . . You're calling from Venezuela and you want to know if we received and processed the application of Carlos Figuero? I'm just now switching to my applicant database file . . . . Is that Carlos Manuel Figuero? Yes, we received the application a week ago and sent his acceptance letter and I-20 two days ago. Is there any other information I can give you?"*

If the second scenario applies to you, you also can generate instant reports on any aspect of the applicant pool for which you have fields: the numbers or percentages of applicants for a given term who have sent in their deposit, who are from which countries, who are residents or commuters; alpha lists of all or of subgroups; airport pickup schedules; counts of freshmen, transfers, readmits, ESL applicants, graduate or undergraduate levels; etc.

As is the case with the "program" to justify marketing decisions, providing higher administration with reports on admission status at regular intervals goes a long way to guarantee future support of the international office operations.

### To Minimize Turnaround Time for Processing Inquiries and Applications

How one manages the details of processing responses depends on many factors: the level of personalization of the response, how many staff are involved, whether or not input is needed from other divisions or academic departments, the type and amount of processing equipment, etc. Assuming that speedy responses result in a greater yield of enrolled students, a "program" to keep response time to a minimum is essential. Such a program may require staff to process all inquiries at least once a week; unless input is needed from another office, process applications within X number of days of receipt of application materials; respond to FAX inquiries or applications within 48 hours of receipt of the FAX request; consider using express mail as the beginning of a term nears. It is also helpful to request FAX and e-mail address as well as a phone number on inquiry and application materials.

### To Develop an Office Environment that Encourages Computer Literacy

A wise manager realizes that the productivity of any staff is in direct proportion to job satisfaction and morale. Human beings have a fundamental need to grow. Teaching and developing computer skills for an office team is a wonderful way to fulfill this basic need. Give those with good teaching abilities some internal responsibilities for office training. However, those best suited for training others may not be able to conceptualize problems, determine solutions, and make decisions as to the office procedures. Most frequently, the fastest growth in the area of computer skills occurs when working one-on-one. Office retreats or professional development seminars rarely work as well. A "program" to increase computer literacy will soon pay off not only in increased productivity, but in a more satisfied professional staff.

The six previous "programs" whereby computer support and automation are working to increase the efficiency and effectiveness of an international admissions operation are only a few of a wide range of coordinated actions or series of actions in which computer technology can make our professional lives more manageable. Let's now take a look at more concrete levels of action, namely, specific "procedures" involving computerization.

## *Procedures*

Procedures *are very focused areas of action to produce a single result.* They are numerous in any given office. Frequently, office operational manuals describe such procedures. Interestingly, most office manuals focus on this level of description of work and fail to explain the above two areas, principles and programs.

### Install Training Software to Improve Keyboard Skills

If "better, faster, cheaper" is a basic principle in an automated office environment, consider its relationship to the first step in computer support: data entry. Perhaps the top clerical person in an office may operate at 80 WPM at the keyboard, but how many typical work-study students, who provide a base of support services in most institutions, can consistently turn out 30 WPM? Doubling their speed is the net equivalent of having two persons for every one presently employed. A good keyboard skills improvement program can be installed on office PCs. An incentive program to reward improvement is easy to set up since skills improvement software have recording systems to track speed and accuracy.

### Replace Handwritten File Fronts with Database Printouts

Many admissions offices have file folders with the front printed with various "fields" of information. Typically, someone writes out the data when the file is set up and as the file moves through the various steps toward enrollment additional notes are added. Since most of this information is in the applicant database, why not print out on a sheet of paper the information typically captured on the file front and tape that sheet to the front of the folder? Annotations and updates can be handwritten on the printed sheet. In addition to saving time, you can use less expensive plain folders, instead of custom printed ones.

### Print Envelopes in a Variety of Ways

Satisfactory and efficient printing of names and addresses is no easy solution. If in principle an office refuses to send out anything with a label, then a variety of techniques need to be considered to handle the printing of envelopes of different size and stock.

If office volume is high, a high-speed envelope printer that can handle several thousand envelopes an hour is a good investment. Names and addresses can be sent to the printer in a variety of ways by mainframe or PC through data export of field information. When working with low volume, envelope printing via mail merge on a good laser printer is a satisfactory solution. For certain large envelopes or envelopes with textured surface a daisy wheel printer or electronic typewriter with a computer port is a good solution. A dot matrix printer generally is less desirable for such custom printing since paper feed pathways or the proximity of the print head to the printing surface may interfere with quality output. A simple manual A/B parallel port switchbox is handy when using multiple printing devices. Window envelopes are another solution.

### Sort Labels for Ease in Posting

When preparing a large mailing to overseas advising agencies, print the mailing labels in an order that matches mailing requirements. For example, USIS offices have APO or FPO addresses, for which domestic postage is sufficient. Some offices, such as AMIDEAST, certain binational centers, and private advising agencies have foreign addresses that require overseas postage rates. If you use a mailing service, there are certain countries that may not be served by the remailing company. When the labels are printed in order according to the mailing postage needs, the job of physically assembling the mail is much easier. Sorted output can be produced in a variety of ways, depending on the database structure. A mail code field into which a number for domestic postage and another one for foreign rates is entered is one such way.

### Print I-20's and Other Standard Forms

There are many different solutions for printing I-20s, IAP-66s, and other preprinted forms. Some involve wordprocessing document templates that are merged with database records; others involve printing of all the document data directly from a database. Some solutions require dumping data from one database to another piece of software such as a commercial form producer; others print the data directly from the original student database. Some solutions produce forms one at a time; others run an indefinite number of forms sequentially without interruption. Some solutions allow for easy reprint of forms that may be lost or that need to be updated; others make follow-up reprints difficult.

If you print onto I-20s directly from a database, design an output grid on your database with the location of each data point on the form. Different database software programs differ in the method of this operation. To print properly onto the I-20 it is advisable to use a paper tray to load the individual form into your laser printer.

In university environments where I-20 information is needed by more than one office, keeping the data in a computer format facilitates the transfer of the information by sharing the files on a network or by sharing the information on diskette.

### Move Records from One File to Another

An admissions operation that relies solely on a mainframe has no need to move student records from one file to another since the relational database of the mainframe branches out to different modules such as prospect, applicant, student, alum, etc. However, if PCs handle the database records, whether as a receptacle for mainframe downloads or as a standalone base of operation, then the ability to move records from one file to another makes multiple data entry of identical information a thing of the past (remember the principle "One touch is enough").

The basic process of copying records involves two steps: identify the fields in file A from which you want data to be transferred to corresponding fields in file B; identify which records in file A you want to be transferred to file B.

## ■ Conclusion

The concepts and the obvious biases that surface in this chapter reflect not only the personal experience of the author's development of a completely computerized one-person comprehensive international office serving nearly 200 students, but also the collective information gleaned from working with many colleagues in NAFSA, TESOL, and AACRAO who have grappled with the same kinds of issues at their institutions, both large and small. The approach here hopefully will keep the information from being too dated, since *principles* are timeless and *programs* are general in nature. Even in the *procedures* section, an effort was made to focus on concept rather than the detail of a given software package. Some individuals may be encouraged by these words to forge ahead, to "become computerized" and to experience the exponential growth of their capabilities through the use of these wonderful tools called computers.

## Database Design for Inquiries

[Fields in first 6 lines are for essential communication info.]
[Data in name & address fields is merged with the template letter.]

LAST: FIRST: TITLE:
ADDRESS1:
ADDRESS2:
CITY: ST/PR: ZIP:
COUNTRY:
dPHONE: fPHONE: FAX:

[Fields in next line are for market research.]

SOURCE: CNTRY CIT: YY/MM:

[The date in this field is merged with the template letter.]

DATE SENT:

[The four "link" fields below are for a two-letter code that triggers the import of the paragraph from a linked paragraph database file.]

[The four "para" fields hold in the inquiree's record the appropriate four paragraphs that respond to that person's inquiry.]

LINK1:
PARA1:

LINK2:
PARA2:

LINK3:
PARA3:

LINK4:
PARA4:

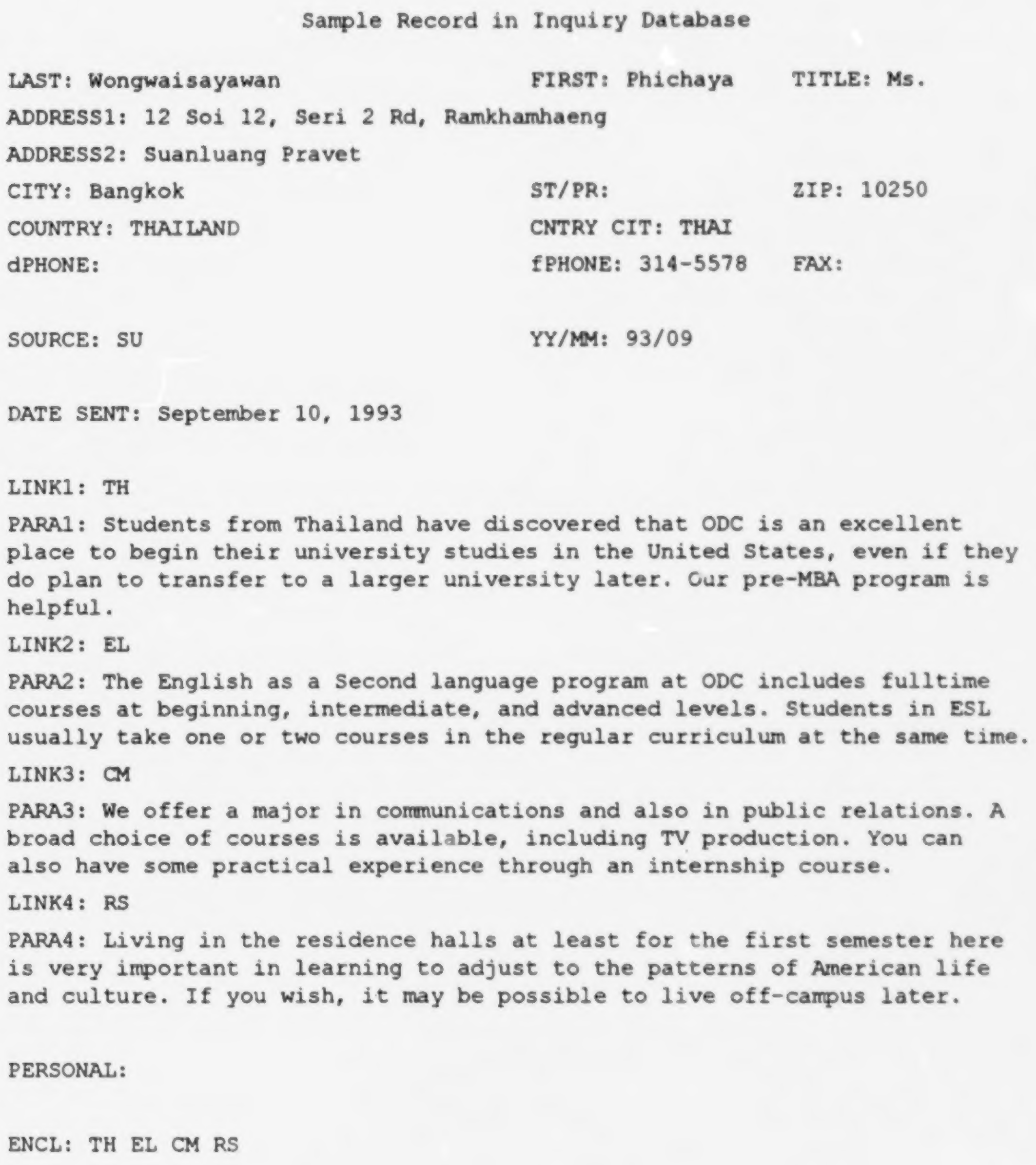
[The field below is for any special P.S. that might need to be added after the closing of the letter.]

PERSONAL:

[The field below automatically captures the series of four link codes so that the person assembling the letters knows what to stuff in them, e.g., which departmental brochure.]

ENCL:

Document 5.1. Sample Database Design for Inquiries
*Ohio Dominican College*



Sample Record in Inquiry Database

LAST: Wongwaisayawan FIRST: Phichaya TITLE: Ms.
ADDRESS1: 12 Soi 12, Seri 2 Rd, Ramkhamhaeng
ADDRESS2: Suanluang Pravet
CITY: Bangkok ST/PR: ZIP: 10250
COUNTRY: THAILAND CNTRY CIT: THAI
dPHONE: fPHONE: 314-5578 FAX:

SOURCE: SU YY/MM: 93/09

DATE SENT: September 10, 1993

LINK1: TH

PARA1: Students from Thailand have discovered that ODC is an excellent place to begin their university studies in the United States, even if they do plan to transfer to a larger university later. Our pre-MBA program is helpful.

LINK2: EL

PARA2: The English as a Second language program at ODC includes fulltime courses at beginning, intermediate, and advanced levels. Students in ESL usually take one or two courses in the regular curriculum at the same time.

LINK3: CM

PARA3: We offer a major in communications and also in public relations. A broad choice of courses is available, including TV production. You can also have some practical experience through an internship course.

LINK4: RS

PARA4: Living in the residence halls at least for the first semester here is very important in learning to adjust to the patterns of American life and culture. If you wish, it may be possible to live off-campus later.

PERSONAL:

ENCL: TH EL CM RS

Document 5.2. Sample Record in Inquiry Database
*Ohio Dominican College*

---

Database Design for Paragraphs

[The "link" field containes a two-letter code. When the same two-letter code is entered in one of the four link fields in the inquiry database, the contents of the "para" field, that is, the paragraph itself, are instantly imported into that field in the record of the inquiree.]

LINK:

PARA:

[The "title" field contains the title of the paragraph so that a nice list of codes and matching paragraph titles can be printed out to facilitate the work of the data entry person.]

TITLE:

---

Document 5.3. **Database Design for Paragraphs**
*Ohio Dominican College*

---

Sample Record in the Paragraph Database File

LINK: EL

PARA: The English as a Second language program at ODC includes fulltime courses at beginning, intermediate, and advanced levels. Students in ESL usually take one or two courses in the regular curriculum at the same time.

TITLE: English as a Second Language

---

Document 5.4. **Sample Record in the Paragraph Database**
*Ohio Dominican College*

## Inquiry Template Letter

[This template letter is merged with records in the Inquiry Database. Since not only name and address info, but also a series of four paragraphs are merged, an unlimited number of inquiry letters with a virtual infinite variety of content can be printed in a single merge. The same principle of paragraph imports and merge can be used at the applicant level as well so that a single type of letter, such as an accept letter, could cover different levels of study, different programs, different kinds of INS document information, different start terms, etc., all in a single print run.]

*date sent*

*first* *last*
*address1*
*address2*
*city*, *st/pr* *zip*
*country*

Dear *first*,

Thank you for your recent inquiry about Ohio Dominican College. You are seeking information about a college that has an international reputation for the excellent programs and services it offers to international students.

The enclosed brochure gives you details about our programs of study, the intensive English program, location, immigration matters, etc. It includes an application form with complete details on how to apply. Inserted in the brochure is our current "date/cost" insert for 1993-94.

*para1*

*para2*

*para3*

*para4*

If you need any more information at this time, *first*, write, call, or send your questions by FAX#: (614) 252-0776.

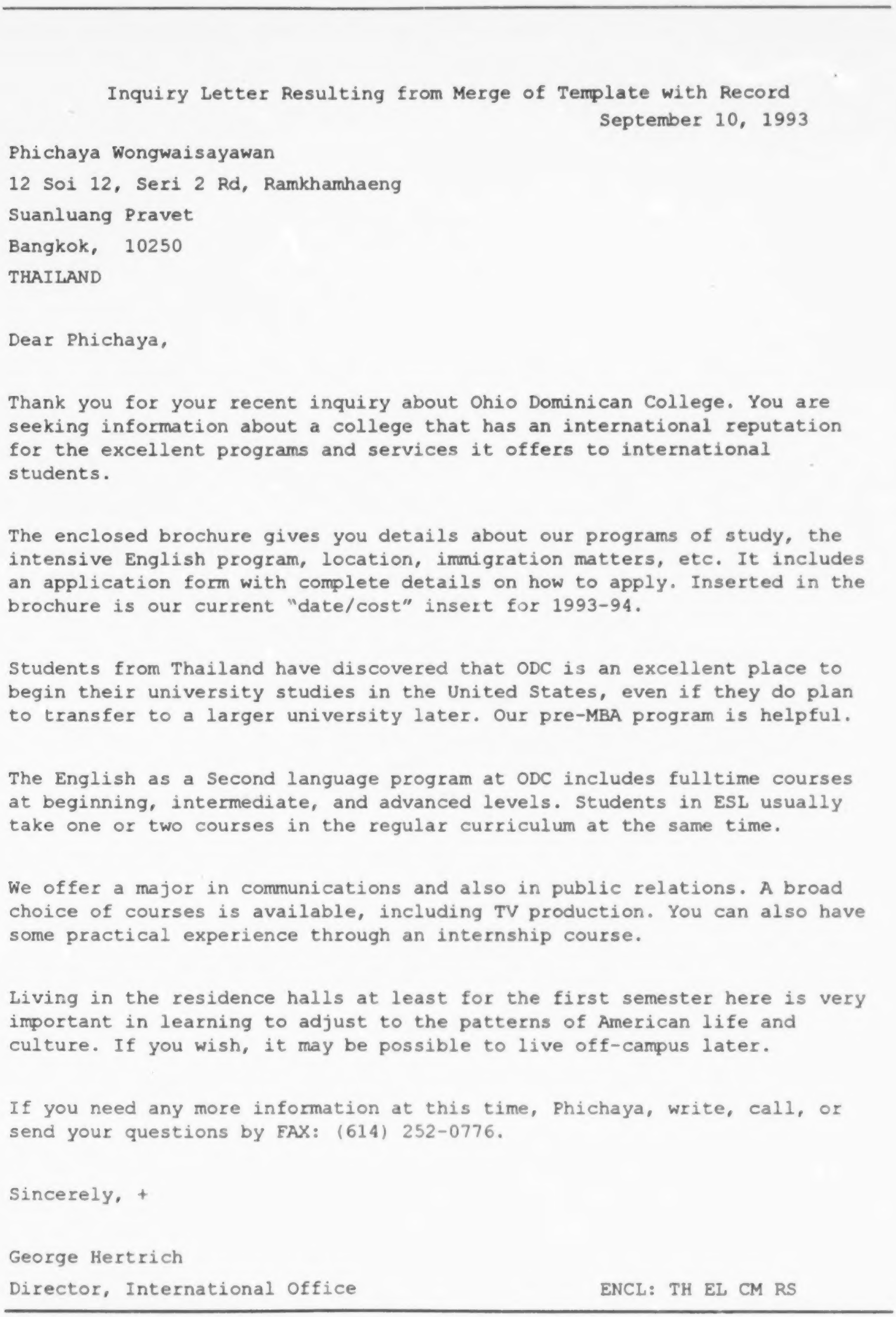
Sincerely,

George Hertrich
Director, International Office

ENCL: *encl*

*personal*

**Document 5.5.** Inquiry Template Letter
*Ohio Dominican College*



## Inquiry Letter Resulting from Merge of Template with Record

September 10, 1993

Phichaya Wongwaisayawan
12 Soi 12, Seri 2 Rd, Ramkhamhaeng
Suanluang Pravet
Bangkok, 10250
THAILAND

Dear Phichaya,

Thank you for your recent inquiry about Ohio Dominican College. You are seeking information about a college that has an international reputation for the excellent programs and services it offers to international students.

The enclosed brochure gives you details about our programs of study, the intensive English program, location, immigration matters, etc. It includes an application form with complete details on how to apply. Inserted in the brochure is our current "date/cost" insert for 1993-94.

Students from Thailand have discovered that ODC is an excellent place to begin their university studies in the United States, even if they do plan to transfer to a larger university later. Our pre-MBA program is helpful.

The English as a Second language program at ODC includes fulltime courses at beginning, intermediate, and advanced levels. Students in ESL usually take one or two courses in the regular curriculum at the same time.

54 We offer a major in communications and also in public relations. A broad choice of courses is available, including TV production. You can also have some practical experience through an internship course.

Living in the residence halls at least for the first semester here is very important in learning to adjust to the patterns of American life and culture. If you wish, it may be possible to live off-campus later.

If you need any more information at this time, Phichaya, write, call, or send your questions by FAX: (614) 252-0776.

Sincerely, +

George Hertrich
Director, International Office

ENCL: TH EL CM RS

Document 5.6. Inquiry Letter Resulting from Merge of Template with Record
*Ohio Dominican College*

# TRANSFER CREDIT DETERMINATION AND POLICIES

To make transfer credit decisions, it is important to thoroughly understand your own institution's policy on domestic transfer credit. Your goal should be to apply this philosophy to foreign credentials. If a policy indicates that credit can be awarded only for courses comparable in quality and content to courses offered in your home institution, then apply that same principle to foreign credentials. To do otherwise may harm foreign transfer students, placing them out of sync in your degree program, and setting them up for failure.

Systems of education are not inferior or superior—just different. Often, a systematic attempt to compare or equalize them won't work. Laying them out, side by side, from beginning to end, in a parallel fashion, may be the best comparison. Look at the whole picture before beginning to make a determination of credit, exploring ages when the normal student would begin school, enter secondary school, enter university, etc. Often, looking at the educational system from the top down (highest level of education first) may yield the necessary information to see the big picture.

## A Glossary of Helpful Terms

**Accreditation:** A term with many meanings. In some countries, there are several systems of education and several ways for schools to be "recognized" by the Ministry of Education (MOE) or by the governing body for approving or licensing schools. If the country is experiencing a changing political or educational climate, approvals may change also. Thorough research is necessary to determine if the particular system you are looking at is the general method of educational advancement in the country. Use reference materials, such as the World Education Series (WES) (see Appendix A).

**Advanced Standing Credit:** Credit toward the degree earned prior to attending a postsecondary institution (i.e., 13-year secondary school systems that may yield degree credit).

**Blanket Credit:** The awarding of a block amount of credit for work taken, but not defining the exact content of the course(s) and the exact time dedicated to the subject matter. This is not a sound practice, and should be avoided.

**Caution:** Not fear, not hesitancy, but a common sense and conservative approach to the awarding of credit.

**Creative Credit:** A method of awarding transfer or advanced standing credit where pieces of credit from varying courses are blended to create equivalency to one course at the home institution (especially useful when programs in the other country do not neatly match programs at your institution).

**Credit/Hour:** A sign post or standard of accomplishment by which the amount of credit awarded is determined. This is not a measure of great common precision, even among U.S. institutions. Credit may be based on contact hours, on examination results, or length of term and hours per week. The aim is to award credit in a compatible and equitable manner.

**Foreign Evaluator (or International Admissions Specialist):** The individual responsible for the evaluation of international records for the purpose of admitting students to the home institution; one who tries to find equity and compatibility in the admission of foreign students.

**Grade:** The sometimes subjective evaluation of level of performance; an area the foreign evaluator considers with great caution. Reference materials may be helpful in determining varying grading scales and frequency of high and low grades awarded in a given institution or faculty.

**Limitation of Credit:** The policy of achieving equity for the amount of credit awarded at another institution as opposed to the amount of credit a native student at the home institution could earn in the same subject area.

**Native Student:** A student whose entire college experience is from your institution.

**Philosophy of Transfer Credit:** The method of awarding transfer credit for outside coursework as utilized by the home institution. It is the foreign evaluator's responsibility to translate this philosophy to the best of their ability for the good of the institution and for the good of the student.

**Scaling of Credit:** Reduction of posted credit to match perceived contact hours and to match normal progress of native students. Although credit does not have to match exactly the native student credit, the units awarded should be within a reasonable range.

**Syllabus:** A description of a course (content covered and testing methods) during the time frame in which the credit was earned; especially critical from countries with changing or developing educations systems or from schools with changing faculties or departments.

**Transfer Credit:** Credit toward the degree earned at a postsecondary institution.

**Validation of Credit:** The granting of credit (which could not normally be granted, as from a nonaccredited or undocumented institution) after completion of more advanced credit in the same area at an accredited or approved institution.

## ■ Resource Materials

Creating a library of resource materials is a critical feature of international evaluation. Your library should consist of publications that are both country specific and general (such as this publication), and of material that you and others have collected over the years based on previous evaluations (see Appendix A).

## ■ Rules to Live By

- **Know Your Own Institution:** Know the stated purpose of your home institution, its general policies and practices for admitting students and transferring credit. Know what courses you offer, if there are any limitations in any way for transfer credit from other institutions. The international admissions specialist should be well versed on domestic evaluation. By knowing all the ins and outs of domestic evaluation, the foreign specialist can draw parallels in terms of course work and insure equity in the awarding of credit from non-U.S. institutions.
- **Know Yourself and Do Not Be Afraid:** Know your assignments (what your job is) and how much authority you have within the set limits. Seek out answers.
- **Be a Librarian:** Maintain an up-to-date organized library of resource materials. Include copies of records you evaluated and notes you took at conferences. Create country-by-country folders or boxes to house all the information. Use "pointers" (references to where related information can be found) where appropriate.
- **Be a Puzzle Addict and Researcher:** Approach the awarding of credit as if each item were a piece in a puzzle (pieces either fit or do not). Does the credit fit your home institution? Do you offer a course like it? Does the credit fit a sequence defined by the country? If the "fit" is not perfect, do you still have a cohesive picture? Use this puzzle approach to determine everything, from how much schooling the student has had to how much credit to award for a given course.
- **Network (Both a Noun and a Verb):** Noun: Those associates who deal with the same kinds of problems (puzzles) you do. Verb: Using those associates when the pieces of the puzzle don't fit.
- **Be Consistent:** Consistency in awarding credit is a virtue. However, it does not mean that you aren't willing to change what credit you do award if a clearer (or more reasonable) approach is found or if better information dictates that a change in policy is needed. There should be no problem in explaining that "we no longer do it that way" when you have changed a policy, corrected an error, or discovered better or more current information.
- **Be Creative, But Careful:** There is no one book, one seer, or one magic formula that will answer all your questions or tell

you exactly what credit to award for your home institution. Sometimes, after all the research and networking, you still may have to go with the good old "gut" feeling. Be conservative (do not be afraid to say "no credit" if the situation warrants it), but don't be so strict that you cannot be flexible, either. Give the student a way to provide better information so you could change your judgment call if warranted. Track your students and the evaluation you made on them, and be willing to change if the situation dictates.

- **Slow and Steady Wins the Race:** The tortoise runs the race with caution and a steady pace, watching where he is going. The hare runs at top speed with more confidence than good sense. The coward never starts the race. Learn to be comfortable with taking your time to give the best, most informed judgment regarding credit. Keep in mind that you are making a judgment, not giving an opinion.
- **Bluff Only When Playing Poker:** If you don't know, say so. Follow it up immediately with "I'll find out." Become known as a detective. This is critical if you wish to keep your integrity intact.
- **Think Gray:** There is little right and wrong in foreign credential evaluation. There are better ways and approaches, but the whole process is fraught with "gray" areas. There are no universal rules for awarding credit carved in stone, but there are some guide posts that the foreign "expert" can apply. Using the work of others (keeping in mind the nature of the other institutions as compared to yours), asking for opinions and judgments from other experts, and helping each other is definitely encouraged.
- **The Eleventh Commandment:** Enjoy your profession. You are unique and perform a wonderful service to both your home institution and to your students.

## Transfer Credit

The level of an applicant's coursework must be known. Is the coursework at the remedial level and does your institution offer such courses? You may (and should) require course syllabi for unknown courses. Often, students can provide a complete listing of all courses required for the degree program they were pursuing at their previous school. This is a valuable source for you, since you can see the whole scheme of the degree program, and may be able to determine the level of a given course by looking at the last course required and backing up. Asking the student what the course covered can be revealing. You might not use that description to determine credit, but sometimes what the student describes may not be what the course title implies or what the syllabus describes. Since you have an obligation to your home institution, if in doubt, deny credit until you know what was in the course. Allow the student the opportunity to provide more information. You may learn something interesting that will have a ripple effect on your evaluation of other student records.

Use the experience of others. If, through a good tracking system, it is seen that credit awarded from a certain country for a certain level of work consistently yields students who perform poorly at the next level, then you may want to consider adjusting what credit you award for that particular level.

Do not necessarily follow the directives for placement from the student or even from the sending country itself. You have no idea whose interpretation you would be using, nor do you know if their understanding of your educational system is accurate. Use your resource library (WES books, PIER workshops, etc.) and your network of peers and experts for judging the parallelism of other systems.

Knowing the curriculum of the program of study helps determine if the credit is appropriate for your institution. If the program of study is exactly like one offered in your institution, awarding credit will be more appropriate than awarding credit from programs that your institution does not offer. For example, if the program offers a more technical program than your institution offers, you should weed out the technical credit, since a native student would not have been able to earn such credit at your institution. This may lead to awarding partial credit for courses, which is justified if you can document why you did this. Saving a copy of what you awarded and why, and filing it under that country's information will assist you in the future.

You may assume that one year of credit "over there" can be roughly equal to one year of credit "over here." This is not always the case; often, it may be less. Rarely will it be more (assume that it never is unless you are proven wrong). This limitation of credit is a logical judgment. You should require unquestionable evidence from the student or the institution before awarding credit in excess to credit that a native student would have earned in the same time period. This may result in adding credit after admission, but this is a better practice than removing credit after the student has matriculated to your institution.

Be aware that the "unit of credit" is not an internationally consistent term. It would be safer to request contact hours if in doubt. Contact hours should not include study time, which some countries include in the units awarded. Such credit should be scaled to reflect only contact hours. Your resource books will explain how the credits are determined in the home country. This will help you translate the credit into your own institutions definition of credit.

You may wish to create a form that you can send to other institutions requesting more in-depth information regarding a record or program. Such a form could include requests for grading scales, course descriptions, program curriculums, verification of records, etc. Creating an NCR form (no carbon required) so you can place a copy of what you requested in the student's file would be helpful (see Document 6.1.)

Unsure about how credit for a given institution is treated by schools like your institution in the home country? Write to the school like yours, asking how they treat credit from the school in question. You may learn some valuable information and insight into prejudices and articulation processes in other countries. Be aware that many countries have distinct differences in school systems, often not honoring credit from schools in another path, though the credit may be equivalent. This may mean that transferring from one school to another would require starting over. Using your network of peers may prove helpful.

Some school systems outside the United States award credit for coursework only at the end of study for the entire subject. A student may study a language for two years, but the exam is given at the end of the two years only. Thus, the student has only one grade for the whole two years of study, while he may have term grades for those subjects he studied only one term.

Often, it is difficult to tell the difference. This is where the foreign evaluator becomes the puzzle-solver, calling experts in the network and digging through resource materials, often placing a call to the author of a country-specific publication to see if the information can be substantiated. The author of the publication has spent time in the country, questioning faculty, administrators, the Ministry of Education (or the equivalent), and has knowledge of such idiosyncrasies.

There is absolutely no reason why a foreign evaluator must award credit for coursework for which he is uncertain. Credit after admission (validation) should be one avenue at the disposal of the foreign evaluator. Just as the validation policy works for native students, it can be applied to international students. Usually, a questionable course can be held for credit until the student takes a more advanced course at your institution. Using faculty recommendations is another way to award such credit (move carefully here). You do not want the faculty to dictate to you—the key is to work with them only in areas in which you are certain that they can help, and if you have no other resource. This keeps everyone's integrity in tact.

Often, looking at a course description, you note that only part of the course fits in with some course at your institution; the other part of the course covers material not historically offered by your school. Awarding partial credit for the course may be appropriate, but you don't want to get caught up with this often. You will end up being much more "fussy" than you want, and you may be doing the student a great disservice; it may be more beneficial for him to take the whole course at your institution, even though there is some duplication.

The aim here, again, is to be equitable and to award credit that is appropriate.

Your school should have some method or policy for awarding credit for courses that may not be *exactly* articulated to courses offered at your home institution, but the coursework is obviously at the same level and content as is offered at your school. For example, a course title of History of Siberia may not be offered at your institution, but neither might a course covering the History of Montana, if your school is in Florida. However, the fact that the course is a history course, that it addresses historical perspectives and political and economic situations in an historical mode, would indicate that credit for the course should be awarded.

Create a method for the student to prove you wrong. If you and the student are at swords point over a course or program and the credit involved, throw the responsibility for proving the point back on the student. Often, a student will find something in your catalog that matches exactly what they took back home (and you've missed it!). Congratulate the student, award the credit, and document it for the next time.

## ■ A Brief Word about Records

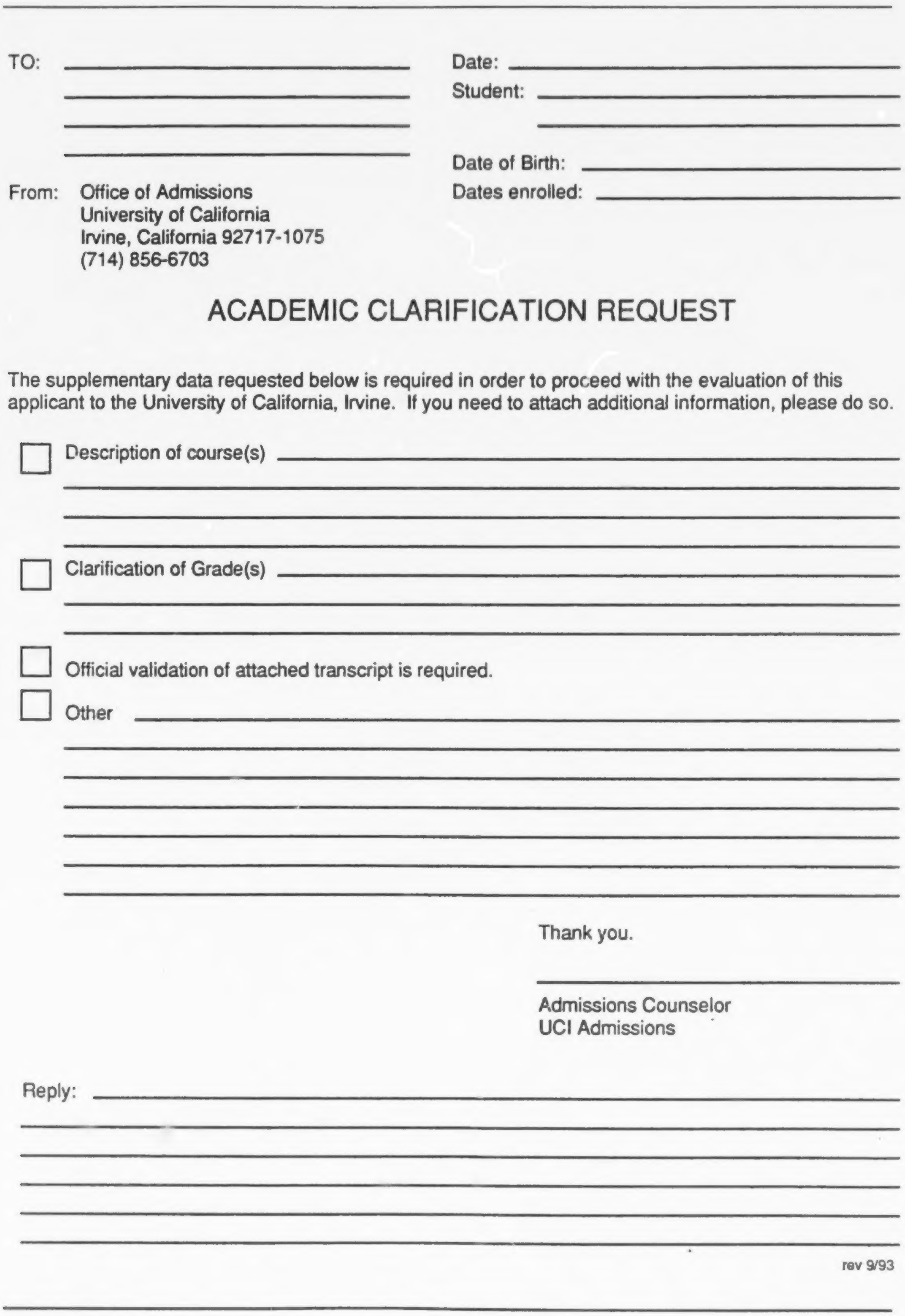
Be sure you have a "Record," not a translation by Uncle Edgar or Aunt Sonja. "Official transcript" is an accepted and understood term in every college counselor's vocabulary, but is often not understood to be original. Occasionally, only one "original" record may exist, and the student has it. Students should never mail you their only original records, so do not ask them to. They can send certified copies for your evaluation, and bring the original record at the time of matriculation. Credit should be awarded based on the original/official record. The Ministry of Education can create another certified original copy for your needs. If the student provides a copy of what they have, as part of your conditions of admission, you should clearly explain that the original record must match exactly the certified copy. There is some danger in this. What will you do with them if, upon arrival, their "certified" record does not match their "original" record? Your best policy is to ask for "official and/or original" records. Whatever you do ask for should be a record that you know the student can produce. Asking a student to send their only "A" level certificate through the mail may not be fair, while a certified copy will do for determining eligibility. Be wary if students tell you they cannot get their official records if others from their country can. They may not understand what you want, but they may have other problems, like a poor record that they do not want you to see; or they may owe money; or the school burned to the ground. Find out from your network of peers if they have had trouble getting such records.

Just how much has been said about falsified records? Anytime a student submits a "funny looking" record, question it! By keeping good tracking records of what you have seen, you can sometimes spot something fishy. If a certificate does not look like others you have seen, if the name is crooked, if the grades appear smudged, if a "B" grade looks like it could have been a "D" or "E" grade, question it! You should prefer to be considered a "fussy" evaluator rather than an "easy" one. By being fussy, your credibility will never be questioned when you do award credit. By being lenient and unquestioning, you will find yourself being called upon to defend your decisions more often with your peers (see Chapter 8).

## ■ Conclusion

It is very important that the foreign evaluator or international specialist not isolate themselves from mainstream evaluators. Since your decisions should reflect the general university policies and procedures, it is ideal to do both, but this may not be possible. Always keep in mind that your evaluations should parallel domestic evaluations.

The profession of foreign evaluator is often unsung. Others may not realize the wealth of information and experiences you have. Frequently, the foreign evaluator is the only person who has any knowledge of what he or she does. Pat yourself on the back occasionally and be aware that you are a necessary and valuable component in your institution. And, most of all, enjoy what you do.



TO:

Date:

Student:

Date of Birth:

Dates enrolled:

From: Office of Admissions
University of California
Irvine, California 92717-1075
(714) 856-6703

## ACADEMIC CLARIFICATION REQUEST

The supplementary data requested below is required in order to proceed with the evaluation of this applicant to the University of California, Irvine. If you need to attach additional information, please do so.

- ☐ Description of course(s)
- ☐ Clarification of Grade(s)
- ☐ Official validation of attached transcript is required.
- ☐ Other

Thank you.

Admissions Counselor
UCI Admissions

Reply:

rev 9/93

Document 6.1. Sample Academic Clarification Request
*University of California, Irvine*

# AN APPROACH TO THE EVALUATION OF FOREIGN EDUCATIONAL CREDENTIALS

Students applying to your institution from other countries should be regarded as brave individuals who have made challenging life choices, and they are probably quite enthusiastic about pursuing higher education in the United States. As an admissions officer charged with the important task of foreign credential evaluation, you owe it to these students to make thoughtful, consistent, and fair decisions based on careful analysis.

Credential evaluation should be approached with a thorough understanding of the U.S. system of education as well as your specific institutional policies regarding student admission for both domestic and international students. Where admission requirements differ between these two student groups, you must understand the reasons for the differences in policy, and be prepared to explain them.

In addition, you need the appropriate tools, materials, and resources regarding education in foreign countries to make informed admission decisions.

## Information Gathering: Your Institution

### *Resource Library*

Those responsible for foreign credential evaluation will be able to save a substantial amount of research time by creating an office resource library. The following are a few suggestions:

- Consolidate foreign credential evaluation reference materials. Include information such as college catalogs and syllabi submitted by prospective students. Check with offices on your campus to see if they have publications, such as AACRAO's World Education Series (WES) volumes, that they are no longer using.

- Review the list of publications in Appendix B. Obtain those publications that will be most helpful to your institution.

  Pay particular attention to the NAFSA Foreign Student Admissions Bibliography and the AACRAO and NAFSA's Projects for International Education Research (PIER) publications. The Foreign Student Admissions Bibliography will help determine the basic strengths and weaknesses of your resource library, and support your requests for additional resource materials. (Many of the documents are available free of charge or for a minimal cost.)

  In addition, review the excerpt from the "Guide to Placement Recommendations: The National Council on the Evaluation of Foreign Education Credentials" (Document 7.1) which describes how the Council evaluates foreign credentials.

- Make copies of your institution's credential evaluations and place these copies in files organized according to country and institution. Note where the students' full records can be found for future reference.

- Use a computer or wordprocessor to document criteria used for admitting students by country. For quick reference, add information under specific headings, such as country and institution (see Document 7.2). This type of computer file is most effectively used in conjunction with the item above.

- Survey the faculty at your institution to learn who is knowledgeable about foreign educational systems and foreign languages, and who would be willing to act as a consultant to your office (see sample survey, Document 7.3).

- Familiarize yourself with agencies, organizations, and individuals who are knowledgeable about foreign educational systems and willing to offer assistance (see Appendix A).

### Be Knowledgeable about Foreign Educational Systems

Refer to published references and review the educational ladder of the foreign country in which the applicant was educated. Keep up to date on changes in educational systems and political situations that may affect educational structure and documentation.

### Recognition of Institutions

Determine the equivalent of regional academic accreditation in the foreign country. In most cases, a country's Ministry of Education, or a similar governmental body, regulates the establishment and operation of higher educational institutions. Most of these recognized institutions are listed in at least one major resource, such as *The World of Learning* (London: Europa Publications), *The International Handbook of Universities* (New York, Stockton Press), or World Education Series or PIER volumes.

If you are unable to determine the official status of an institution, contact organizations listed in Appendix A. If you can not locate the institution, it may be because the institution does not offer postsecondary programs, it may be a private, money-making venture rather than an authorized educational institution, or it may be a bogus institution or a diploma mill. When verifying the recognition of a foreign institution, determine the following:

- Is the institution authorized to act as an educational institution by the government of the country in which it is located? If so, when was this authorization granted?
- Is it considered to be an institution of higher education in the country in which it is located?

## Information Gathering: Student Documents

### Be Specific When Requesting Documents

Request appropriate information from students to enable you to make informed admission decisions. Be specific about the materials students must submit (see samples, Documents 7.4–7.6 and refer to Chapter 4).

### Verify Biographical Data

Examine the student's educational history and date of birth, to ascertain whether the educational programs the student purports to have completed are reasonable in terms of the country's educational system and the student's age (see sample biographical information request form, Document 7.7). Verify authenticity by comparing the name and date of birth on all submitted documentation.

### English Translations

English translations, whether they are prepared by the institution, a notary, or the student, should *not* be regarded as official academic records, and should never be accepted in place of the official foreign language document. "Official" translations cannot be relied upon as certifications of accuracy because often *interpretations* of foreign educational programs are made by translators. Literal, word-for-word, English translations prepared in the same format as the foreign language document should be required.

English translations should not be confused with official English-language academic records. The following countries issue official educational records in English: Afghanistan, Bahrain, Bangladesh, Egypt, Ethiopia, India, Iraq, Israel, Japan, Jordan, Kenya, Korea, Kuwait, Malaysia, Nepal, Oman, Pakistan, Philippines, Qatar, Saudi Arabia, Singapore, South Africa, Sri Lanka, Sudan, Syria, Taiwan, Tanzania, Thailand, Uganda, United Arab Emirates, and Yemen.

English translations are most effectively used as guides to reading foreign language documents. The following tips will help you learn to read foreign language documents with ease:

- Compare the documents to be certain that the translation contains all of the information in the foreign record. Do not hesitate to reject a translation if it appears to be incomplete.
- Assemble a library of foreign language dictionaries or familiarize yourself with

the foreign language dictionary section of your campus library, and refer to glossaries in printed resources on foreign educational systems. Rely on your foreign language experience and the expertise of on-campus colleagues to verify the accuracy of translations.

- Check the accuracy of key terms (i.e., graduated, not graduated, attended, awarded). Verify the foreign language terms used for the name of the institution, department, name of the credential, and the date it was awarded.

### Document Authenticity

Determining authenticity of foreign educational documents can be one of the most challenging aspects of credential evaluation, especially for the new evaluator. Chapter 8 provides detailed information about identifying altered documents.

## Fundamental Principles for Evaluating Credentials

Before undertaking the challenging process of credential evaluation, one should understand a few fundamental principles of comparative education:

- One educational program can be equivalent to another educational program even if the two are not identical. In the United States, for example, vast differences exist in requirements for awarding high school diplomas. However, one would consider a high school graduate from Wisconsin to have the "equivalent" credential of a South Dakota high school graduate. Similar variations exist between degree programs, whether they are in the United States, another country, or among countries. The evaluator's job is to establish the level of the educational program completed, rather than to focus solely on specific similarities and differences between the foreign program and its U.S. counterpart.

- There are significant differences among levels of education. Evaluators must look at the overall structure of education in the foreign country and determine what educational programs are at the primary, secondary, and tertiary levels within that system. For example, physics can be studied at all levels of education. The study of physics differs between one level and the next according to students' educational and experiential backgrounds.

- Combining the notions in the above principles leads to an essential principle of comparative education: *At the same level of education, no matter how it is measured, two persons studying fulltime in different countries complete a comparable amount of study.*

### The Evaluation Process

To establish the appropriate level of study for a foreign student at your institution, you must first determine the level and nature of the foreign educational program as it exists within the context of the foreign educational system.

Here are some questions to consider:

- What are the minimum admission requirements to the program?
- What is the average amount of time in which the program can be completed?
- Was the program completed on a fulltime or part-time basis?
- Does the program prepare students primarily for employment in their home country, or can it lead to advanced education in their home country?

### Grading

Grade reports or transcripts often include information on grade interpretation. Don't overlook the small print on both sides of grade reports. Pay close attention to any descriptive terms which may be used by the foreign institution—they may be your best indication of what comparable U.S. grading scale should be applied.

To better understand grading procedures used by foreign institutions, refer to country-specific reference materials such as the World Education Series volumes and the PIER reports. These publications contain information pertaining to the competitiveness of admission to higher educational programs in the respective countries. Grading practices should be considered in light of this information. The following excerpt from No Two Alike: The Comparability Question (Washington, DC: AACRAO) offers valuable insights on the interpretation of foreign grading scales.

> Understanding the grading scale used by the applicant's institution is necessary when assessing the quality of an applicant's record. This understanding means that an evaluator knows not only the highest and lowest passing marks, but also, ideally, the percentage of students achieving marks at the various levels. Assigning U.S. grades to the foreign scale or converting the foreign grades to a grade point average can result in a serious misinterpretation of the quality of a student's work. The lowest passing average for obtaining the degree in some countries is a "D". This makes the "D" on the foreign transcript correspond more nearly to a "C", the passing average at most U.S. colleges and universities. The range of grade averages in a foreign institution may be very small, even in a scale with many numbers. The student who ranks first in the class, for example, may not have an average much above the minimum passing mark. Grading is extremely severe at some schools and is very lenient at others. Ranks should be obtained whenever possible.

### *Determining Academic History in the Case of Missing Records*

Prospective students who are unable to obtain academic records because of political reasons, natural disasters, or unusual educational bureaucracy present special problems. You must try to determine whether the student is, in fact, unable to obtain them, or whether the student wishes to begin higher education anew because of past delinquency or deficiency. Before deciding on the appropriateness of student admission in the case of missing records, give serious consideration to the following:

- Have other students been able to obtain records from the country? Verify your experiences with colleagues and country specialists. Keep up to date on foreign political situations.
- What is the reason for the missing records, and what evidence do you have that the student has attempted to obtain the records? The student should be required to put this information in writing.

Once you establish that a student legitimately does not have records of past education, the following evidence may help to establish educational level:

- Complete reconstruction of school and course attendance, including dates of attendance and names of schools (in the foreign language and in English), and their location.
- School identification card or any other unofficial school documents.
- History of past employment.
- Membership in professional associations.
- Examinations: (i.e., SAT, ACT, placement examinations, CLEP examinations, GRE, etc.).
- Faculty interviews.

You may choose to require that an applicant provide you with signed affidavits of former instructors or schoolmates explaining their relationship to the student, and their knowledge of the student's academic history. If you do this, it is recommended that you telephone the individuals preparing affidavits to verify the authenticity of their statements.

After reviewing the information, you will be able to make an admission decision. Unfortunately, some students will have to come to terms with the fact that sufficient evidence was not available to support their claims for advanced standing or graduate admission, and they will need to begin their education over again.

### *Establishing the Quality of A Foreign Academic Program*

The quality of an academic program can be determined even if you do not have prior knowledge or experience with the institution. Using resources such as *The International Handbook of Universities, The World of Learning,* and materials prepared by the institution itself, the following facts may be obtained:

- Date the institution was established.
- Ratio of students to academic faculty.
- Location: institutions located in a capital city or large metropolitan area may receive more funding or employ more prominent staff than institutions in rural areas.
- Academic credentials held by staff.
- Library holdings.
- Admission requirements.

## Closing

Embark on the process of foreign credential evaluation with the knowledge that you are counted among thousands of professionals working in this field, and that excellent resources exist to help you when you have questions. The field of international admissions is at the same time both a close-knit and a worldwide community. Its members are always willing to share information and help each other when questions arise. You are never alone.

## Guide To Placement Recommendations
## The National Council On The Evaluation Of Foreign Educational Credentials

In the United States, there is no centralized Ministry of Education at the federal level that is responsible for bilateral agreements on comparability of academic credentials, establishing equivalencies between educational systems, or giving directives to educational institutions on admissions and placement criteria for international applicants. Nevertheless, there still remains a need for a common framework by which U.S. higher educational institutions, which are autonomous, interpret foreign educational credentials as they relate to admission and placement. The National Council on the Evaluation of Foreign Educational Credentials (referred to as "the Council" or "CEC") was established to provide guidance on foreign educational credentials for U.S. institutions of higher education, and it is the only interassociational body in the United States specifically organized to perform this role.

The *Guide to Placement Recommendations: The National Council on the Evaluation of Foreign Educational Credentials* describes the role of the Council, outlines factors for determining placement recommendations, gives insights into the intent of Council recommendations, lists the minimum information required for placement recommendations, and provides interpretative comments for its grading scales. It is written to provide guidance for users of World Education Series (WES) volumes and other publications with placement recommendations (e.g., Projects in International Educational Research [PIER] reports).

The *Guide* is also designed for admissions officers who use materials that contain recommendations approved by the Council. By explaining the criteria for placement recommendations and the meanings of commonly used ones, the Council guides users to make informed judgments based on the research and information available on a particular system of education.

Questions or comments about Council placement recommendations should be sent to this address: Chair, National Council on the Evaluation of Foreign Educational Credentials, c/o AACRAO, One Dupont Circle, N.W., Suite 330, Washington, D.C. 20036.

The Council acknowledges the special contributions of its current and former members who drafted sections of the *Guide*: Caroline Aldrich-Langen, Dale Gough, John Lembo, Ann Fletcher, and Bill Smart.

Co-Editors: William H. Smart, Chair
Ann Fletcher, Chair-Elect

January 1992

**Document 7.1a.** **Excerpt from the *Guide to Placement Recommendations*, 1991**
***The National Council on the Evaluation of Foreign Educational Credentials***

## The Role of the National Council of the Evaluation of Foreign Education Credentials

(Excerpt)

The National Council on the Evaluation of Foreign Credentials is an interassociational group that establishes standards for interpreting foreign educational credentials for the placement of holders of these credentials in U. S. educational institutions. Its main purpose is to review, modify, and approve placement recommendations drafted for publications used by the U.S. admissions community. The Council also helps establish priorities, research guidelines, and review procedures for international admissions publications. The Council participates in international meetings that involve foreign educational credentials for the purpose of international exchanges of students and scholars.

The Council is composed of representatives from the following organizations: the American Association of Collegiate Registrars and Admissions Officers (ACCRUE), the American Association of Community and Junior Colleges (AACJC), the American Council on Education (ACE), The College Board, the Council of Graduate Schools (CGS), the Institute of International Education (IIE), and NAFSA: Association of International Educators. Also participating in Council meetings are observers from U.S. organizations with interest in international education, such as the United States Information Agency (USIA), the Agency for International Development (AID), and the New York State Education Department. The membership of the Council reflects the diversity of U.S. educational institutions for which recommendations are made.

The placement recommendations approved by the Council identify the level or stage of education represented by an educational credential and thus the appropriate placement of the holder of the credential in U.S. educational institutions. Council recommendations are not directives, nor do they make judgements about the quality of programs and schools. Quality indicators may be provided by the author in the text. The effective use of placement recommendations depends on careful review of the supporting text in the publication and consideration of individual institutional policies and practices.

The Council suggests that institutions apply the same standards for a foreign applicant as for a U.S. applicant with a similar educational background. Recommendations reflect U.S. philosophy and structure of education and may differ from practices within the educational system being reviewed.

### FACTORS FOR DETERMINING PLACEMENT RECOMMENDATIONS

The goal of Council placement recommendations is to identify the level or stage of education represented by an educational credential and thus the appropriate placement of the holder of the credential in U.S. educational institutions. Although there are enormous variations in the structure of national educational systems, identification of patterns and stages is possible through a systematic assessment of educational credentials within the context of the educational system of which they are a part.

### General Factors for Assessing Educational Credentials

1. The structure of the educational system. A program os study must be considered within the context of the organization of the educational system.

2. The number of years of schooling represented by a credential, assuming usual progression from one program to another. Counting years has its limitations in judiciously assessing programs, but the practice identifies the parameters of a comparison.

3. Access and admission. Entrance requirements are indicators of the level of instruction and standards of a program.

4. Content of the program. Characteristics for assessing program content are nature and level of complexity of the curriculum, degree of specialization, course requirements, practical training components, independent work, writing requirements, and primary goals of the program.

5. Options open to graduates. Useful insights into the nature and goals of the program can be gained from understanding the opportunities a credential provides for further study or employment.

6. Stability of the educational system and strength of its institutions. These considerations can be important, especially if other criteria are inconsistent, ambiguous, or problematic.

Organizational Tool for Country-Specific Information

I. Country Name
  A. Country Grading Scales
  B. Vocabulary

II. Secondary Education
  A. General Evaluation Guidelines
  B. Grading Scales
  C. Specific Institutional Information
    (instead of numbering institutions, list the alphabetically to facilitate adding additional institutions)

III. Examining Boards & National Examinations: All Levels
  A. General Evaluation Guidelines
  B. Specific Board Information
    (list boards alphabetically)

VI. Postsecondary Institutions
  A. General Evaluation Guidelines
  B. General Grading Scales
  C. Specific Institutional Information
    (list institutions alphabetically)

Document 7 2. Organizational Tool for Country-Specific Information

## MEMORANDUM

March 17, 1993

To: All Faculty Members

From: Foreign Student Advisor

Re: Faculty Questionnaire

In an effort to draw upon intra-university resources, I am contacting all faculty members of our institution in search of experience and expertise in the area of foreign educational systems. In order to best serve our prospective international student population in terms of evaluation of foreign educational credentials and subsequent academic placement, I hope to gather information from faculty members regarding their international experiences.

Please respond to the following items at your earliest convenience and return this questionnaire to me at the Foreign Student Advising Office. Thank you for your participation.

1. Have you completed any formal education outside of the United States? If so, please list the country, institution, date(s), and name of academic program.

2. Have you ever been a faculty member at an institution outside of the United States? If so, please list the country, institution, and date(s).

3. Have you been involved with any foreign faculty exchange programs conducted by our institution? If so, please explain briefly.

4. Have you ever prepared any formal research work on academic or vocational training programs in a foreign country? If so, what was the topic of your research?

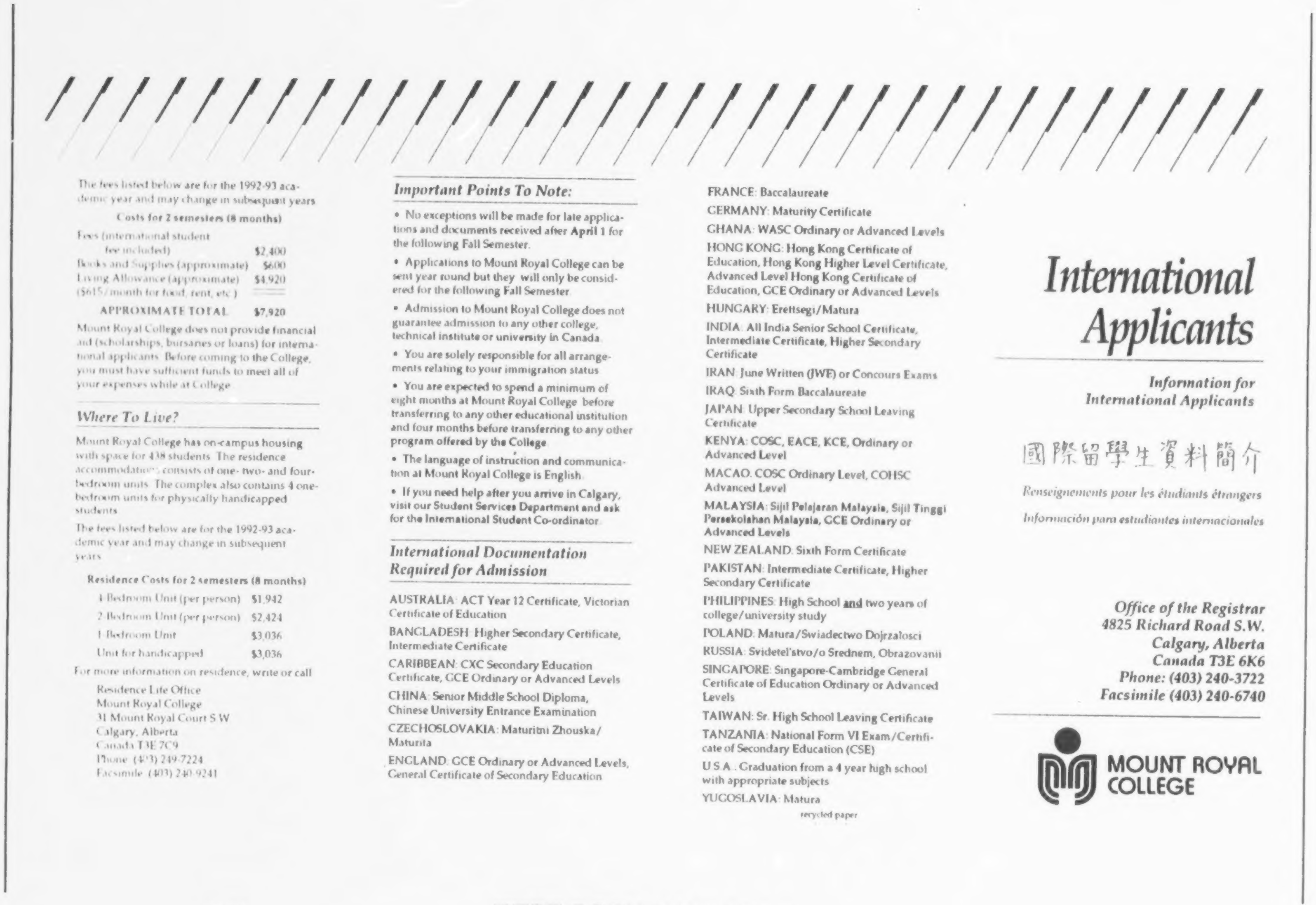
5. Other than English, what languages do you read or speak?

6. Would you be willing to consult with me, if the need should arise, regarding a foreign educational system in which you have personal knowledge?

sf/fac

Document 7.3. Foreign Student Advisor Faculty Questionnaire

Document 7.4a. Sample International Applicants Brochure
*Mount Royal College*



The fees listed below are for the 1992-93 academic year and may change in subsequent years

**Costs for 2 semesters (8 months)**

| | |
|---|---|
| Fees (international student fee included) | $2,400 |
| Books and Supplies (approximate) | $600 |
| Living Allowance (approximate) ($615/month for food, rent, etc.) | $4,920 |
| APPROXIMATE TOTAL | $7,920 |

Mount Royal College does not provide financial aid (scholarships, bursaries or loans) for international applicants. Before coming to the College, you must have sufficient funds to meet all of your expenses while at College.

## *Where To Live?*

Mount Royal College has on-campus housing with space for 438 students. The residence accommodation consists of one- two- and four-bedroom units. The complex also contains 4 one-bedroom units for physically handicapped students.

The fees listed below are for the 1992-93 academic year and may change in subsequent years.

**Residence Costs for 2 semesters (8 months)**

| | |
|---|---|
| 4-Bedroom Unit (per person) | $1,942 |
| 2-Bedroom Unit (per person) | $2,424 |
| 1-Bedroom Unit | $3,036 |
| Unit for handicapped | $3,036 |

For more information on residence, write or call

Residence Life Office
Mount Royal College
31 Mount Royal Court S.W.
Calgary, Alberta
Canada T3E 7C9
Phone (403) 249-7224
Facsimile (403) 240-9241

## *Important Points To Note:*

- No exceptions will be made for late applications and documents received after **April 1** for the following Fall Semester.
- Applications to Mount Royal College can be sent year round but they will only be considered for the following Fall Semester.
- Admission to Mount Royal College does not guarantee admission to any other college, technical institute or university in Canada.
- You are solely responsible for all arrangements relating to your immigration status.
- You are expected to spend a minimum of eight months at Mount Royal College before transferring to any other educational institution and four months before transferring to any other program offered by the College.
- The language of instruction and communication at Mount Royal College is English.
- If you need help after you arrive in Calgary, visit our Student Services Department and ask for the International Student Co-ordinator.

## *International Documentation Required for Admission*

AUSTRALIA: ACT Year 12 Certificate, Victorian Certificate of Education

BANGLADESH: Higher Secondary Certificate, Intermediate Certificate

CARIBBEAN: CXC Secondary Education Certificate, GCE Ordinary or Advanced Levels

CHINA: Senior Middle School Diploma, Chinese University Entrance Examination

CZECHOSLOVAKIA: Maturitni Zhouska/Maturita

ENGLAND: GCE Ordinary or Advanced Levels, General Certificate of Secondary Education

FRANCE: Baccalaureate

GERMANY: Maturity Certificate

GHANA: WASC Ordinary or Advanced Levels

HONG KONG: Hong Kong Certificate of Education, Hong Kong Higher Level Certificate, Advanced Level Hong Kong Certificate of Education, GCE Ordinary or Advanced Levels

HUNGARY: Erettsegi/Matura

INDIA: All India Senior School Certificate, Intermediate Certificate, Higher Secondary Certificate

IRAN: June Written (JWE) or Concours Exams

IRAQ: Sixth Form Baccalaureate

JAPAN: Upper Secondary School Leaving Certificate

KENYA: COSC, EACE, KCE, Ordinary or Advanced Level

MACAO: COSC Ordinary Level, COHSC Advanced Level

MALAYSIA: Sijil Pelajaran Malaysia, Sijil Tinggi Persekolahan Malaysia, GCE Ordinary or Advanced Levels

NEW ZEALAND: Sixth Form Certificate

PAKISTAN: Intermediate Certificate, Higher Secondary Certificate

PHILIPPINES: High School and two years of college/university study

POLAND: Matura/Swiadectwo Dojrzalosci

RUSSIA: Svidetel'stvo/o Srednem, Obrazovanii

SINGAPORE: Singapore-Cambridge General Certificate of Education Ordinary or Advanced Levels

TAIWAN: Sr. High School Leaving Certificate

TANZANIA: National Form VI Exam/Certificate of Secondary Education (CSE)

U.S.A.: Graduation from a 4 year high school with appropriate subjects

YUGOSLAVIA: Matura

recycled paper

# *International Applicants*

***Information for International Applicants***

國際留學生資料簡介

*Renseignements pour les étudiants étrangers*

*Información para estudiantes internacionales*

***Office of the Registrar***
***4825 Richard Road S.W.***
***Calgary, Alberta***
***Canada T3E 6K6***
***Phone: (403) 240-3722***
***Facsimile (403) 240-6740***

MOUNT ROYAL COLLEGE

BEST COPY AVAILABLE

Document 7.4b.

## *Mount Royal College*

Mount Royal College is a public community college that provides education and training to individuals of all cultural backgrounds, ages and academic levels.

The College has more than 7,000 students in credit programs, 22,000 students in credit-free programs and more than 4,500 students in its Conservatory of Music, Speech Arts and Dance.

Since 1972, close to 2,500 visa students have come to Mount Royal College to study. Most visa students enter the English as a Second Language (ESL) program or the General Arts and Science program. After completing either of these programs, visa students often continue their studies in university transfer or career diploma programs here at Mount Royal College.

## *Becoming A Student At Mount Royal College*

To become a student at Mount Royal College, you must proceed through all the steps of the admissions process. The step-by-step procedure is outlined for you as follows.

### • STEP ONE - Complete an Application for Admission Form

Send a completed application form and the $25 non-refundable fee (a cheque or money order in Canadian funds) to Mount Royal College. Applications can be sent year round but all documentation must be received by **April 1** for the following Fall Semester.

### • STEP TWO - Demonstrate Your English Language Proficiency

If English is not your native language, you can provide proof of your English language proficiency in one of the following ways:

1) **Take the Test of English as a Foreign Language (TOEFL) test.** A score of 560 or higher on the TOEFL test is required.

2) **Successfully complete two years of full-time study** in an English-language secondary institute in Canada. The equivalents of English 20 and 30 must be completed with a minimum grade of 60% in each course.

3) **Successfully complete one full year of course work** at an accredited post-secondary institution where English is the language of instruction. An introductory course in English must be included in your program of study.

4) **Successfully complete the Advanced English as a Second Language** (ESL) program offered at Mount Royal College Languages Institute. (Results are valid for one year only.)

**If your TOEFL score is 560 or higher,** you may be considered for any program offered by Mount Royal College, as long as you follow the admission procedures and meet the admission requirements.

### • STEP THREE - Send Official Transcripts

**If You Live Outside Canada,** have one official transcript sent to Mount Royal College. An official transcript is one which is sent directly to the Office of the Registrar, Mount Royal College from the issuing institution or board.

**If You Are Currently In Canada,** in addition to the documents required for residents outside Canada, you must also arrange for one official transcript from the Canadian educational institution to which you were originally admitted.

### • STEP FOUR - Acceptance to Mount Royal College

If you meet the requirements and are admitted to the program you applied for, Mount Royal College will send you an official Letter of Acceptance. When you receive your Letter of Acceptance, you are required to pay a $100 deposit (in Canadian funds) to confirm your place in the program.

### • STEP FIVE - Arrange For Immigration Status

You are responsible for all arrangements relating to your immigration status. If you have difficulty, please call the Admissions Advising Centre at (403) 240-0148, Monday through Friday, 8:30 a.m. to 4 p.m.

## *Program Options*

**English as a Second Language (ESL)**

If your TOEFL score is between 400 and 558 and you want to improve your knowledge and fluency of English, you may apply for admission to the non-credit English as a Second Language (ESL) program, offered through the Languages Institute at Mount Royal College.

Applicants must meet the following deadlines to be considered for admission to the ESL program:

**Fall Semester** (September - December)
Deadline: June 15

**Winter Semester** (January - April)
Deadline: October 15

**Spring Semester** (April - June)
Deadline: January 15

For information on admission to the ESL program, write or call:

Manager, Languages Institute
Mount Royal College
4825 Richard Road S.W.
Calgary, Alberta
Canada T3E 6K6
Phone: (403) 240-5513
Facsimile: (403) 240-5506

**Diploma and Certificate Programs**

For admission to most career diploma programs, you must travel to Calgary to participate in tests and interviews. If you are unable to travel to Calgary for admission tests and interviews, you should consider applying to the General Arts and Science Program.

**General Arts and Science Program**

By taking the General Arts and Science Program, you will be able to:

- upgrade your current education
- take a variety of College courses
- take courses which transfer to university
- prepare yourself for entrance into one of Mount Royal College's career diploma programs

## *Costs To Go To College*

All visa students coming to Mount Royal College for the first time have to pay an international student fee. Including this fee, you will need at least $7,920.00 in Canadian dollars to cover your expenses for eight months of study at Mount Royal College. This amount does not cover personal expenses or the cost of transportation to Calgary from your home, you must add this to the total.

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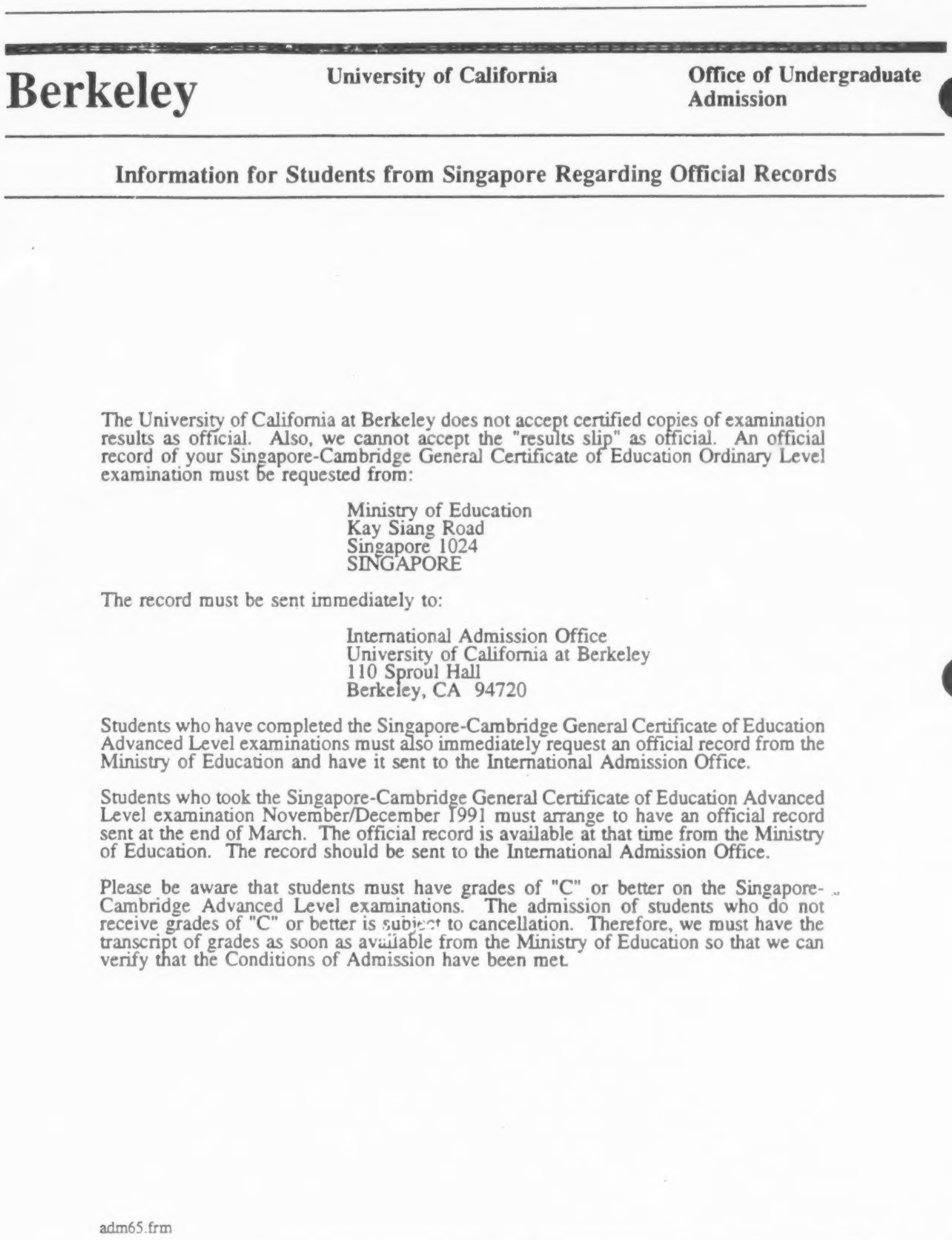


**Berkeley** **University of California** **Office of Undergraduate Admission**

## Information for Students from Singapore Regarding Official Records

The University of California at Berkeley does not accept certified copies of examination results as official. Also, we cannot accept the "results slip" as official. An official record of your Singapore-Cambridge General Certificate of Education Ordinary Level examination must be requested from:

Ministry of Education
Kay Siang Road
Singapore 1024
SINGAPORE

The record must be sent immediately to:

International Admission Office
University of California at Berkeley
110 Sproul Hall
Berkeley, CA 94720

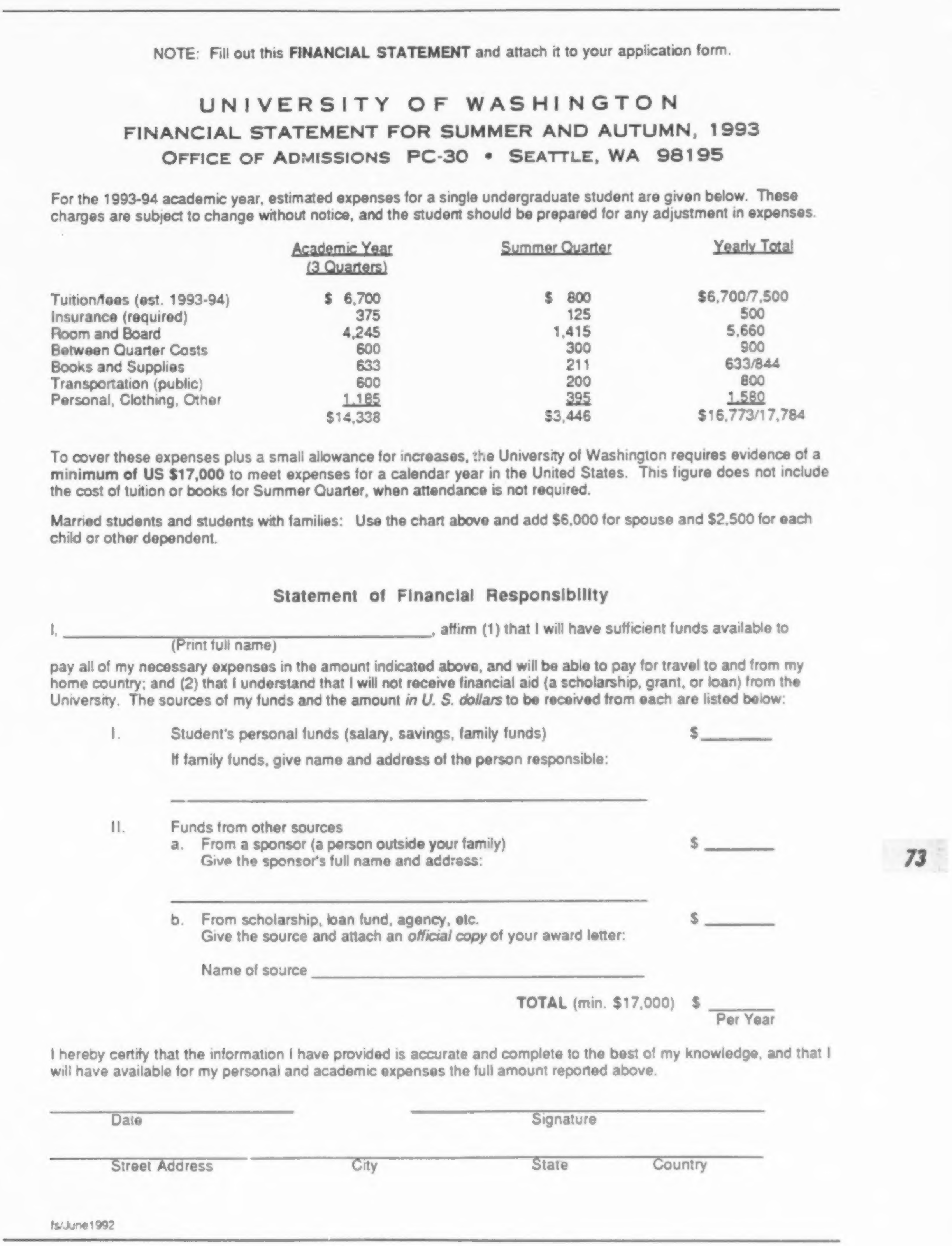
Students who have completed the Singapore-Cambridge General Certificate of Education Advanced Level examinations must also immediately request an official record from the Ministry of Education and have it sent to the International Admission Office.

Students who took the Singapore-Cambridge General Certificate of Education Advanced Level examination November/December 1991 must arrange to have an official record sent at the end of March. The official record is available at that time from the Ministry of Education. The record should be sent to the International Admission Office.

Please be aware that students must have grades of "C" or better on the Singapore-Cambridge Advanced Level examinations. The admission of students who do not receive grades of "C" or better is subject to cancellation. Therefore, we must have the transcript of grades as soon as available from the Ministry of Education so that we can verify that the Conditions of Admission have been met.

adm65.frm

Document 7.5. Sample International Admissions Information Sheet
Information for Students from Singapore Regarding Official Records
*University of California, Berkeley*



NOTE: Fill out this **FINANCIAL STATEMENT** and attach it to your application form.

## UNIVERSITY OF WASHINGTON
## FINANCIAL STATEMENT FOR SUMMER AND AUTUMN, 1993
OFFICE OF ADMISSIONS PC-30 • SEATTLE, WA 98195

For the 1993-94 academic year, estimated expenses for a single undergraduate student are given below. These charges are subject to change without notice, and the student should be prepared for any adjustment in expenses.

| | Academic Year (3 Quarters) | Summer Quarter | Yearly Total |
|---|---|---|---|
| Tuition/fees (est. 1993-94) | $ 6,700 | $ 800 | $6,700/7,500 |
| Insurance (required) | 375 | 125 | 500 |
| Room and Board | 4,245 | 1,415 | 5,660 |
| Between Quarter Costs | 600 | 300 | 900 |
| Books and Supplies | 633 | 211 | 633/844 |
| Transportation (public) | 600 | 200 | 800 |
| Personal, Clothing, Other | 1,185 | 395 | 1,580 |
| | $14,338 | $3,446 | $16,773/17,784 |

To cover these expenses plus a small allowance for increases, the University of Washington requires evidence of a **minimum of US $17,000** to meet expenses for a calendar year in the United States. This figure does not include the cost of tuition or books for Summer Quarter, when attendance is not required.

Married students and students with families: Use the chart above and add $6,000 for spouse and $2,500 for each child or other dependent.

### Statement of Financial Responsibility

I, ______________________________, affirm (1) that I will have sufficient funds available to
(Print full name)

pay all of my necessary expenses in the amount indicated above, and will be able to pay for travel to and from my home country; and (2) that I understand that I will not receive financial aid (a scholarship, grant, or loan) from the University. The sources of my funds and the amount *in U. S. dollars* to be received from each are listed below:

I. Student's personal funds (salary, savings, family funds) $________
If family funds, give name and address of the person responsible:
______________________________

II. Funds from other sources
a. From a sponsor (a person outside your family) $________
Give the sponsor's full name and address:
______________________________

b. From scholarship, loan fund, agency, etc. $________
Give the source and attach an *official copy* of your award letter:
Name of source ______________________________

**TOTAL** (min. $17,000) $ ________ Per Year

I hereby certify that the information I have provided is accurate and complete to the best of my knowledge, and that I will have available for my personal and academic expenses the full amount reported above.

________________ Date
________________ Signature

Street Address
City
State
Country

fs/June1992

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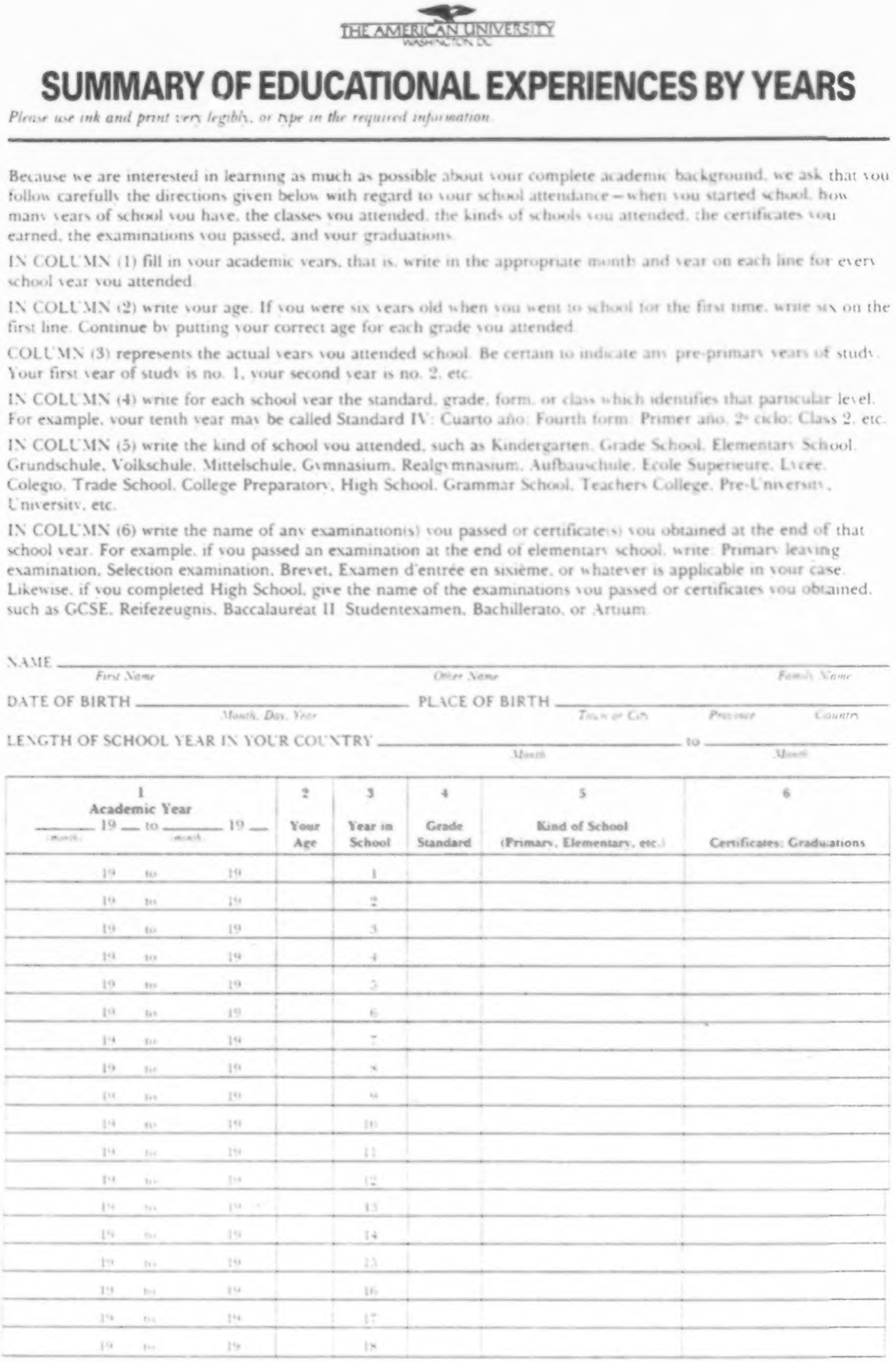
Document 7.6. Sample Statement of Financial Responsibility
*University of Washington*



THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

## SUMMARY OF EDUCATIONAL EXPERIENCES BY YEARS

*Please use ink and print very legibly, or type in the required information.*

Because we are interested in learning as much as possible about your complete academic background, we ask that you follow carefully the directions given below with regard to your school attendance—when you started school, how many years of school you have, the classes you attended, the kinds of schools you attended, the certificates you earned, the examinations you passed, and your graduations.

IN COLUMN (1) fill in your academic years, that is, write in the appropriate month and year on each line for every school year you attended.

IN COLUMN (2) write your age. If you were six years old when you went to school for the first time, write six on the first line. Continue by putting your correct age for each grade you attended.

COLUMN (3) represents the actual years you attended school. Be certain to indicate any pre-primary years of study. Your first year of study is no. 1, your second year is no. 2, etc.

IN COLUMN (4) write for each school year the standard, grade, form, or class which identifies that particular level. For example, your tenth year may be called Standard IV; Cuarto año; Fourth form; Primer año, 2º ciclo; Class 2, etc.

IN COLUMN (5) write the kind of school you attended, such as Kindergarten, Grade School, Elementary School, Grundschule, Volkschule, Mittelschule, Gymnasium, Realgymnasium, Aufbauschule, Ecole Superieure, Lycee, Colegio, Trade School, College Preparatory, High School, Grammar School, Teachers College, Pre-University, University, etc.

IN COLUMN (6) write the name of any examination(s) you passed or certificate(s) you obtained at the end of that school year. For example, if you passed an examination at the end of elementary school, write: Primary leaving examination, Selection examination, Brevet, Examen d'entrée en sixième, or whatever is applicable in your case. Likewise, if you completed High School, give the name of the examinations you passed or certificates you obtained, such as GCSE, Reifezeugnis, Baccalauréat II, Studentexamen, Bachillerato, or Artium.

NAME ______________________________________________
*First Name* *Other Name* *Family Name*

DATE OF BIRTH __________________ PLACE OF BIRTH __________________
*Month, Day, Year* *Town or City* *Province* *Country*

LENGTH OF SCHOOL YEAR IN YOUR COUNTRY ______________ to ______________
*Month* *Month*

| 1<br>Academic Year<br>______ 19 __ to ______ 19 __<br>(month) (month) | 2<br>Your Age | 3<br>Year in School | 4<br>Grade Standard | 5<br>Kind of School (Primary, Elementary, etc.) | 6<br>Certificates; Graduations |
|---|---|---|---|---|---|
| 19 to 19 | | 1 | | | |
| 19 to 19 | | 2 | | | |
| 19 to 19 | | 3 | | | |
| 19 to 19 | | 4 | | | |
| 19 to 19 | | 5 | | | |
| 19 to 19 | | 6 | | | |
| 19 to 19 | | 7 | | | |
| 19 to 19 | | 8 | | | |
| 19 to 19 | | 9 | | | |
| 19 to 19 | | 10 | | | |
| 19 to 19 | | 11 | | | |
| 19 to 19 | | 12 | | | |
| 19 to 19 | | 13 | | | |
| 19 to 19 | | 14 | | | |
| 19 to 19 | | 15 | | | |
| 19 to 19 | | 16 | | | |
| 19 to 19 | | 17 | | | |
| 19 to 19 | | 18 | | | |

Document 7.7. Sample Form for Summary of Educational Experiences by Years
*The American University*

BEST COPY AVAILABLE

# IS IT REALLY REAL? DETECTING ALTERED AND FALSIFIED DOCUMENTS

Altered and falsified credentials are *frequently* received by admissions officers in support of applications for admission. It is important to know what to look for as indicators of altered transcripts, test scores, financial documents, and application data: those in which the entire record is manufactured, those in which one or more items on a record are altered, and those in which data are omitted from the record.

Include a strong statement in your application to discourage submission of forgeries. If students know the possible consequences of submitting altered documents, they may be deterred from doing so. In communicating with the student whose records appear to be unauthentic, be careful when using the words "forged" or "fraudulent" since these legal terms imply intent on the student's part. When it is determined that a falsified/altered credential was submitted, follow your institutional policy for handling the situation. Send a copy of the letter of the notification to the student, along with a copy of the altered document to the issuing source. Discussed in this chapter are six common types of falsifications/alterations:

- Forged or altered academic credentials.
- Incorrect and misleading translations.
- Records from nonaccredited schools or degree/diploma mills.
- Falsified financial documentation.
- Impersonation on standardized tests.
- Falsified or omitted application data.

## Forged or Altered Academic Credentials

A discussion of falsified transcripts must first define what constitutes an official transcript, whether it is foreign or domestic. Generally, an official U.S. transcript is one that was received directly from the issuing institution, bearing the school seal, a recent date, and the registrar's signature. In some other countries this is also true, but certainly not in all countries. For example, in India students are given their "original" records and the school will not issue another official document to the student or to another university. For this reason, the admissions officer may wish to photocopy Indian credentials and send the photocopies to the original institution with a request for verification of authenticity.

It is important to note which office sent the academic records to your school and to learn what is typically official for each country. You may do this by discussing the credentials with colleagues or with the educational attaché at the embassy for that country in the United States. Regional and national conferences and publications of AACRAO and NAFSA: AIE will also provide you with this information.

The following guidelines may be used when reviewing an international academic record to detect possible alteration:

- Are the typeface elements uniform or are different typefaces used on the document? Different typefaces indicate possible alteration where a different name may have been placed over the name of the original student. Double check the names and birth dates on all documents to make sure they match and that they are all for the same student.

- Is it a poor photocopy, possibly with burn marks and/or stains? Students may try to submit something illegible as "the best my school can do with its poor equipment," when actually a very legible copy may be obtained from the school.

- Are all the letters and words—courses, grades, hours of study—in alignment? Have any courses and grades been added or do they appear in different typefaces?

- Are the proper signatures on the document? You may become familiar with some of the names of school registrars, controllers of examinations, and other officials by working often with their credentials and by locating the names of school officials in resources such as *The World of Learning, The Commonwealth Universities Yearbook, The International Handbook of Universities,* and other resources.

- Did the student earn suspiciously high grades which are not supported by other academic documentation such as standardized test scores or subsequent coursework?
- Is the date on the academic record indicated in the U.S. style (e.g., May 1, 1991) when the usual manner of indicating the date for the particular country would be 1 May 1991? You may become familiar with the usual manner of indicating dates by observing other official documents from the country in question.
- Was the envelope in which the academic records were received postmarked from the country in which the school is located? Be cautious of transcripts that are sent from within the United States, from a third country, or by express mail. This generally indicates that the documents went through the hands of a third party and were not sent directly from the school.
- Are the academic records stamped "Confidential" or state that they should in no case be released to the student? If such documents are submitted by the student, it would be wise to verify them with the original school or exam authority.
- Does the date of birth fall in line with years of attendance? Was the sequence of enrollment logical based upon the student's birthdate?
- Is the document notarized? A notary only verifies that the page being notarized is a copy of what was presented to him or her. The notary is not qualified to determine if the document presented is indeed authentic.
- What reports do you receive regarding falsification, including those from current students? Reports of students being able to purchase blank copies of schools' academic record forms should be taken seriously and school officials should be notified. It was reported several years ago that a certain university's marksheets were being sold blank in Dallas and this prompted admissions officers in the area to routinely verify marksheets with the original institution. Many falsifications were found.
- Does the document you have look like all other such documents from the issuing school. If not, this would be cause for verification.

You should also be suspicious of the following:

- Applicant claims to have lost the original of his/her academic record and says no other can be obtained.
- Applicant can provide only a letter indicating *completion* of an academic program but no record of subjects studied and grades earned.
- Although the applicant took external examinations, the certificates were lost and all the student has left is a statement of attendance or graduation from school.
- You know the educational system to be different from the U.S. system in format, yet the transcript lists subjects, grades, and credit hours in U.S. terms.
- Use of unprofessional language, poor grammar, misspellings.
- The application is unusually late, making verification difficult, or is accompanied by a letter which attempts to lend an aura of authenticity to otherwise unacceptable documents.

All of these situations warrant verification by the admissions officer with the school or exam authority. Assistance can also come from the educational attaché at the embassy or colleagues at other schools. You have the right to determine what you will accept as official and authentic, even if it means that the student will need to postpone enrollment until you have received it.

Suggestions to admissions officers when to question a document:

- Every photocopy must have an original, so ask to see them. A number of countries will issue only one original which is given to the student. In this case, review the original document, make a photocopy, notate that you have verified it, and return the original to the student. Question stories about the unavailability of original documents because of fires, floods, typhoons, and other natural disasters.
- Does the institution exist? Confirm the existence of the institution through references such as the International *Handbook of Universities*, the *Commonwealth Universities Handbook,* AACRAO's World Education Series, etc. If the institution is not listed in these sources, you can contact the appropriate foreign consulate or embassy in the United States, resource persons at other U.S. universities or organizations that specialize in international admission (see Appendix A).
- Become familiar with the appearance of credentials that you receive most frequently.
- Verify whether the institution offers the degree program that is reflected on the records. The sources mentioned above will list degree programs.
- Write to the institution and verify the authenticity of any credential in question and include a photocopy of the credential you have on file. The letter should be addressed to the position of the official who signed it such as the Controller of Examinations, the Registrar, etc.
- If a student is transferring from another U.S. school, always request the original foreign credential. Do not rely on someone else's verification of authenticity.
- If a certificate was altered, you should obtain the original and return it to the source of origin.

Letters of recommendation may also be falsified. When questions concerning authenticity arise, write to the person who wrote the original letter and ask for verification.

## Translations

There is a distinction between an official academic record prepared in English and a translation. A translation cannot be relied upon as certification of accuracy because *interpretations* of foreign educational programs may be made by the translator. Refer to Chapter 7 regarding evaluation of credentials and use of translated records.

## Nonaccredited Schools and Degree/Diploma Mills

Domestic and international students may become victims of schools that are not accredited, or are bogus schools that promise them degrees or diplomas for money (degree/diploma mills). Since most international students are not familiar with U.S. university standards, they may not question this type of "institution." The best source of information on degree/diploma mills is John B. Bear's *Bear's Guide to Earning Non-Traditional College Degrees* (Ten Speed Press, PO Box 7123, Berkeley, CA 94707).

## Falsified Financial Documentation

Students may submit falsified financial documents in several forms:

- The "floating" bank account where several students float the same money from one account to another, leaving it deposited just long enough to get a bank statement verifying funds. Requiring students to show original bank statements for the last six months with the finances necessary for your school will help to ensure that the money is for one student only.
- The sponsor has no intention of actually supplying funds to the student but is willing to provide a financial statement for the student. There are no 100% guarantees that a sponsor will actually provide funds. You will need to make sure your

school complies with U.S. Immigration and Naturalization Service requirements for issuing the documents the student needs to obtain a visa (see Chapter 11).

Always request original financial documentation; do not accept photocopies. Check for consistency in typeface, neatness, and legibility. Documentation should be on bank or corporate letterhead with appropriate signatures and stamp. It is wise to require a statement of sponsorship and bank statements showing that the individual/business/organization has had sufficient funds on account for the past six months to be able to support the student.

## Impersonation on Standardized Tests

Students may find ways to have someone else take standardized tests for them. Testing service agencies provide information about their security procedures at test sites. This information may help you decide which tests to require, as some will definitely provide more reliable and secure data than others.

You may find that students submit information which causes you to question the authenticity of their test scores. For example, if an applicant submits a Test of English as a Foreign Language (TOEFL) score of 430 (test date: April 1993) and another TOEFL score of 580 (test date: June 1993), you should contact the testing service regarding the authenticity of the test scores. In such cases, the Educational Testing Service (ETS) will review the testing record and, if falsification is determined, will cancel the scores. Your school will be notified.

Requiring applicants to submit test scores directly from the testing service will ensure that the score report has not been altered before it reaches your school. In the rare case in which you might accept a photocopy of a test score report, call the testing service for verification of the score report or require official score results to be sent directly from the agency.

Effective with the July 1991 administration of the TOEFL, the photo of the examinee is printed on the official score report. Some universities include student pictures on their transcripts, so it may be helpful to compare TOEFL photos and transcript photos. If you suspect a falsification of a TOEFL, you may contact: TOEFL Examinee Identification Service, CN 6155, Princeton, NJ 98541-6155, 1-800-257-9547.

## Falsified Application Data

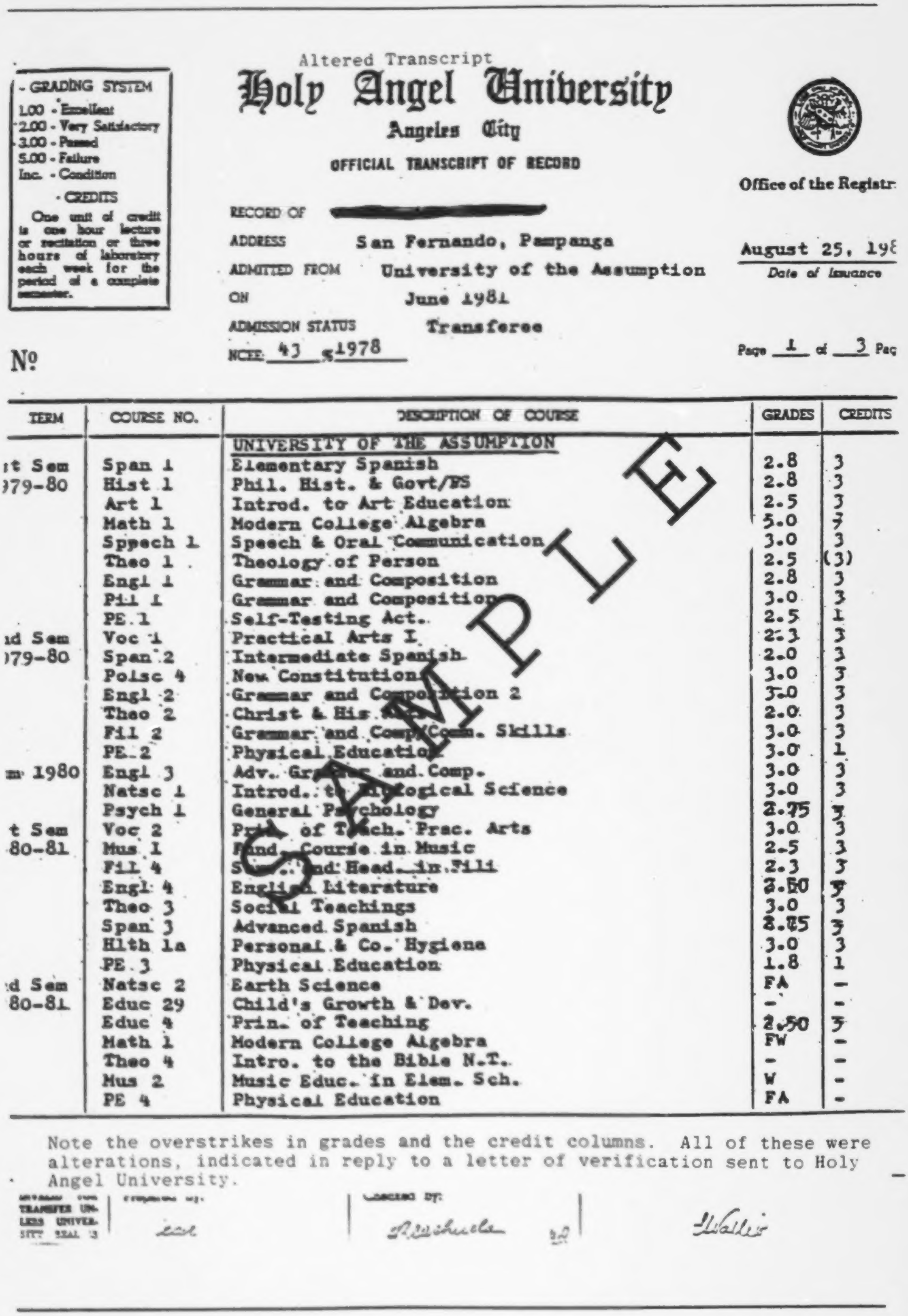
Falsified application data may include an application completed by someone other than the student, inaccurate information, or omitted information. At some institutions, the application for admission is considered a legal document and its falsification may be against the law. Know your institutional policy for this situation.

If a representative completes the application for the student, misinformation often occurs. This permits the student to later bargain with you regarding the inaccurate data. However, if your application states that it is to be completed by the student and that the student certifies that all information is true and complete, you may later avoid situations such as having to review credit from schools that the representative did not list on the application.

Frequent cases exist where students fail to list schools where they earned poor grades and later may present the transcript for transfer of one course that would help them graduate sooner. Some schools consider this falsification sufficient to either withdraw the student from school or do not give credit from institutions not listed on the application. Many schools take disciplinary action.

## Summary

The information in this chapter is designed to help you determine the authenticity of the documents you receive. No one is able to detect all altered or falsified documents but, if you develop some expertise and take appropriate measures when you find unauthentic credentials, the word will spread among your student population. Hopefully, this will deter students from submitting altered or falsified credentials.



Altered Transcript

**Holy Angel University**

Angeles City

OFFICIAL TRANSCRIPT OF RECORD

Office of the Registr

- GRADING SYSTEM
- 1.00 - Excellent
- 2.00 - Very Satisfactory
- 3.00 - Passed
- 5.00 - Failure
- Inc. - Condition

- CREDITS

One unit of credit is one hour lecture or recitation or three hours of laboratory each week for the period of a complete semester.

No

RECORD OF [redacted]
ADDRESS San Fernando, Pampanga
ADMITTED FROM University of the Assumption
ON June 1981
ADMISSION STATUS Transferee
NCEE 43 % 1978

August 25, 19
Date of Issuance

Page 1 of 3 Pag

| TERM | COURSE NO. | DESCRIPTION OF COURSE | GRADES | CREDITS |
|---|---|---|---|---|
| | | UNIVERSITY OF THE ASSUMPTION | | |
| t Sem | Span 1 | Elementary Spanish | 2.8 | 3 |
| 979-80 | Hist 1 | Phil. Hist. & Govt/FS | 2.8 | 3 |
| | Art 1 | Introd. to Art Education | 2.5 | 3 |
| | Math 1 | Modern College Algebra | 5.0 | 3 |
| | Sppech 1 | Speech & Oral Communication | 3.0 | 3 |
| | Theo 1 | Theology of Person | 2.5 | (3) |
| | Engl 1 | Grammar and Composition | 2.8 | 3 |
| | Fil 1 | Grammar and Composition | 3.0 | 3 |
| | PE 1 | Self-Testing Act. | 2.5 | 1 |
| d Sem | Voc 1 | Practical Arts I | 2.3 | 3 |
| 979-80 | Span 2 | Intermediate Spanish | 2.0 | 3 |
| | Polsc 4 | New Constitution | 3.0 | 3 |
| | Engl 2 | Grammar and Composition 2 | 3.0 | 3 |
| | Theo 2 | Christ & His [illegible] | 2.0 | 3 |
| | Fil 2 | Grammar and Comp/Comm. Skills | 3.0 | 3 |
| | PE 2 | Physical Education | 3.0 | 1 |
| m 1980 | Engl 3 | Adv. Grammar and Comp. | 3.0 | 3 |
| | Natsc 1 | Introd. to Biological Science | 3.0 | 3 |
| | Psych 1 | General Psychology | 2.75 | 3 |
| t Sem | Voc 2 | Prin. of Teach. Prac. Arts | 3.0 | 3 |
| 80-81 | Mus 1 | Fund. Course in Music | 2.5 | 3 |
| | Fil 4 | S[illegible] and Head. in Fili | 2.3 | 3 |
| | Engl 4 | English Literature | 2.50 | 3 |
| | Theo 3 | Social Teachings | 3.0 | 3 |
| | Span 3 | Advanced Spanish | 2.75 | 3 |
| | Hlth 1a | Personal & Co. Hygiene | 3.0 | 3 |
| | PE 3 | Physical Education | 1.8 | 1 |
| d Sem | Natsc 2 | Earth Science | FA | - |
| 80-81 | Educ 29 | Child's Growth & Dev. | - | - |
| | Educ 4 | Prin. of Teaching | 2.50 | 3 |
| | Math 1 | Modern College Algebra | FW | - |
| | Theo 4 | Intro. to the Bible N.T. | - | - |
| | Mus 2 | Music Educ. in Elem. Sch. | W | - |
| | PE 4 | Physical Education | FA | - |

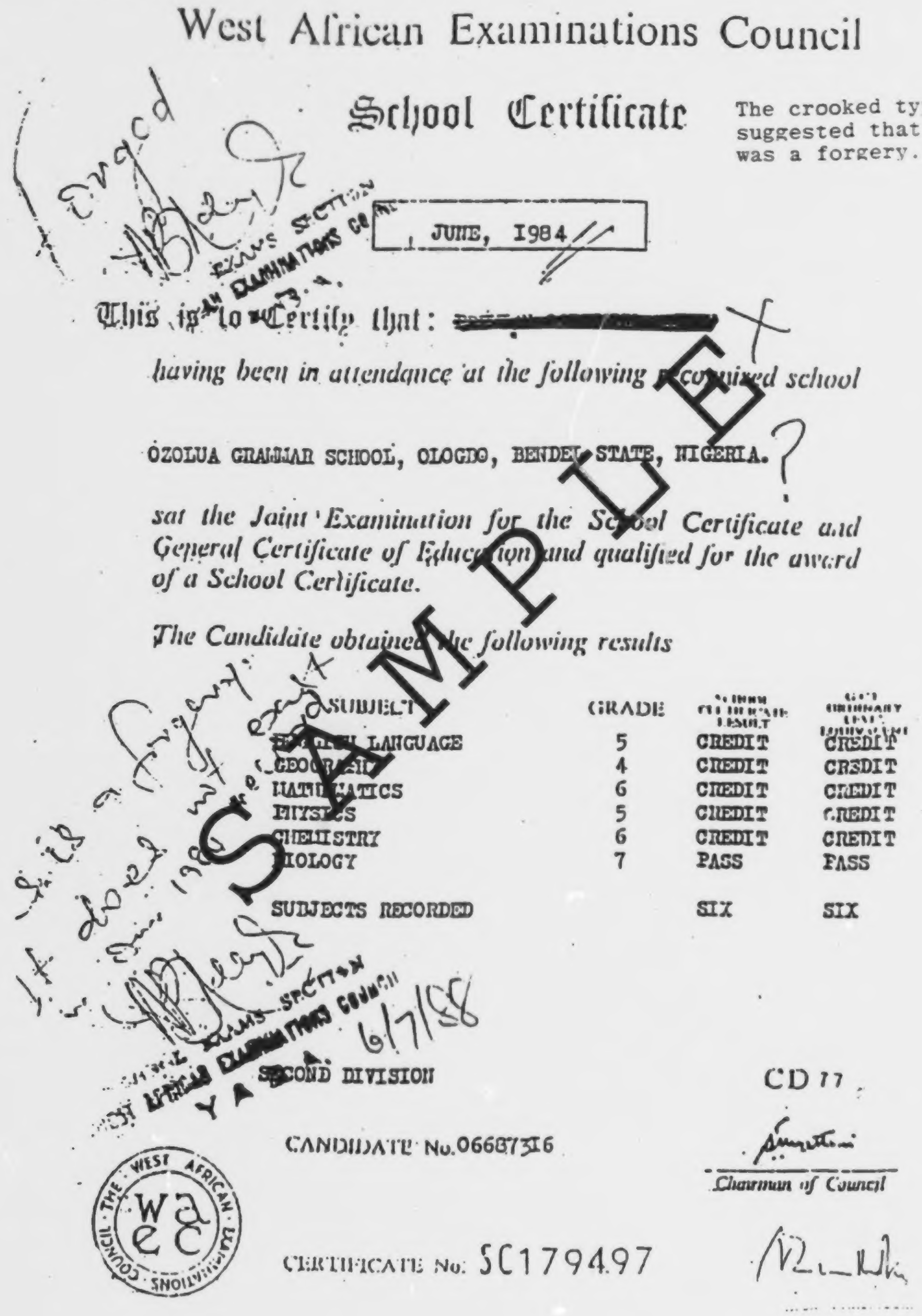
Note the overstrikes in grades and the credit columns. All of these were alterations, indicated in reply to a letter of verification sent to Holy Angel University.

TRANSFER UNLESS UNIVERSITY SEAL

SAMPLE

Document 8.1. Sample Altered Transcript

West African Examinations Council indicated that no record existed in their files for this student.



The crooked typing suggested that this was a forgery.

## West African Examinations Council

### School Certificate

Forged

EXAMS SECTION
WEST AFRICAN EXAMINATIONS COUNCIL
YABA

JUNE, 1984

This is to Certify that: [redacted]

*having been in attendance at the following recognized school*

OZOLUA GRAMMAR SCHOOL, OLOGBO, BENDEL STATE, NIGERIA.

*sat the Joint Examination for the School Certificate and General Certificate of Education and qualified for the award of a School Certificate.*

*The Candidate obtained the following results*

| SUBJECT | GRADE | SCHOOL CERTIFICATE RESULT | G.C.E. ORDINARY LEVEL EQUIVALENT |
|---|---|---|---|
| ENGLISH LANGUAGE | 5 | CREDIT | CREDIT |
| GEOGRAPHY | 4 | CREDIT | CREDIT |
| MATHEMATICS | 6 | CREDIT | CREDIT |
| PHYSICS | 5 | CREDIT | CREDIT |
| CHEMISTRY | 6 | CREDIT | CREDIT |
| BIOLOGY | 7 | PASS | PASS |
| SUBJECTS RECORDED | | SIX | SIX |

It is a forgery:
It does not exist
since 1984

EXAMS SECTION
WEST AFRICAN EXAMINATIONS COUNCIL
YABA

6/7/88

SECOND DIVISION

CD 77

CANDIDATE No.06687316

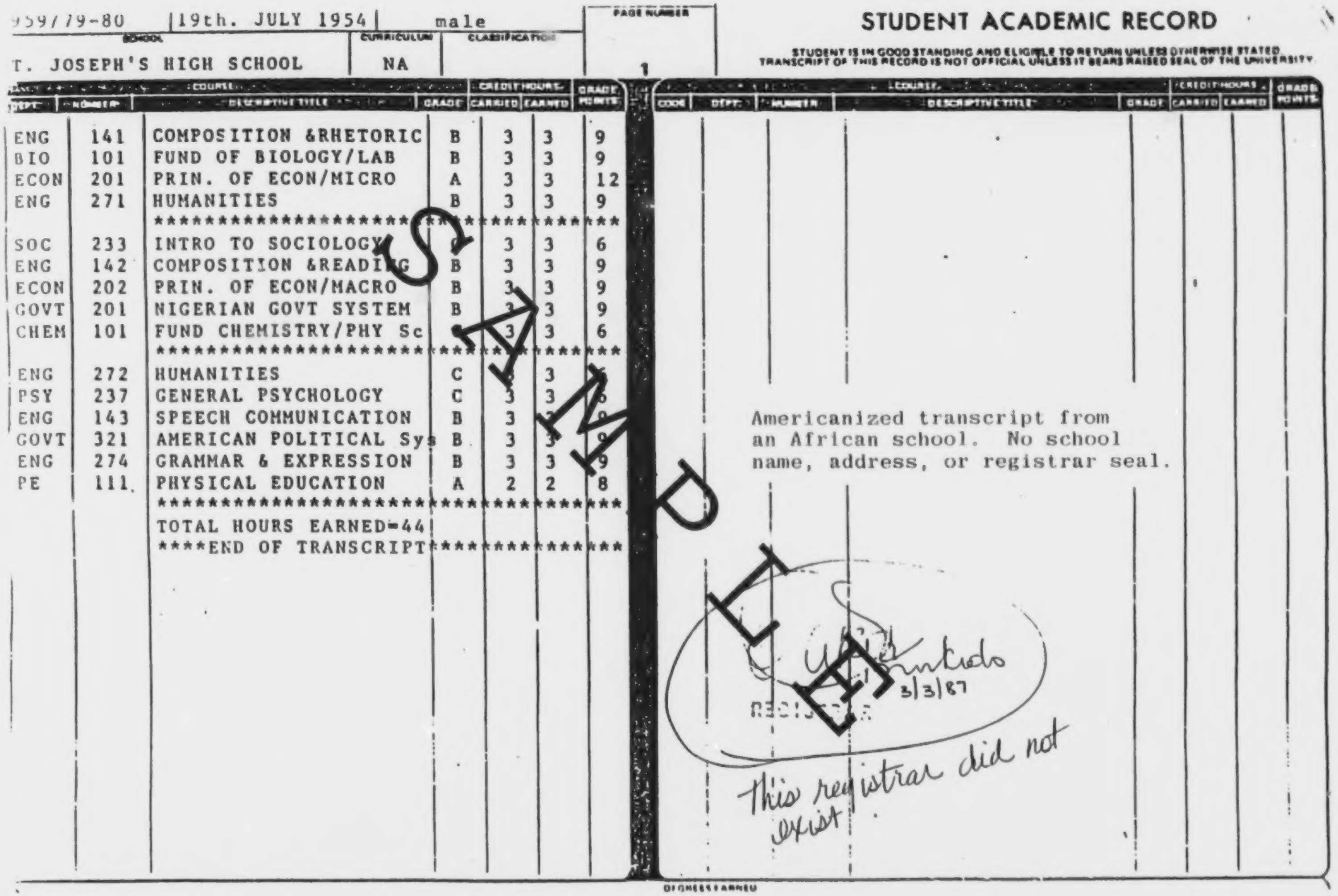
*Chairman of Council*

CERTIFICATE No. SC179497

SAMPLE

Document 8.2. Sample Forged School Certificate

Document 8.3. Sample Forged Student Data



959/79-80 | 19th. JULY 1954 | male

SCHOOL: T. JOSEPH'S HIGH SCHOOL | CURRICULUM: NA | CLASSIFICATION: | PAGE NUMBER: 1

## STUDENT ACADEMIC RECORD

STUDENT IS IN GOOD STANDING AND ELIGIBLE TO RETURN UNLESS OTHERWISE STATED
TRANSCRIPT OF THIS RECORD IS NOT OFFICIAL UNLESS IT BEARS RAISED SEAL OF THE UNIVERSITY

| COURSE | | | | CREDIT HOURS | | GRADE POINTS |
|---|---|---|---|---|---|---|
| DEPT. | NUMBER | DESCRIPTIVE TITLE | GRADE | CARRIED | EARNED | |
| ENG | 141 | COMPOSITION &RHETORIC | B | 3 | 3 | 9 |
| BIO | 101 | FUND OF BIOLOGY/LAB | B | 3 | 3 | 9 |
| ECON | 201 | PRIN. OF ECON/MICRO | A | 3 | 3 | 12 |
| ENG | 271 | HUMANITIES | B | 3 | 3 | 9 |
| | | ****************************************** | | | | |
| SOC | 233 | INTRO TO SOCIOLOGY | C | 3 | 3 | 6 |
| ENG | 142 | COMPOSITION &READING | B | 3 | 3 | 9 |
| ECON | 202 | PRIN. OF ECON/MACRO | B | 3 | 3 | 9 |
| GOVT | 201 | NIGERIAN GOVT SYSTEM | B | 3 | 3 | 9 |
| CHEM | 101 | FUND CHEMISTRY/PHY Sc | [illegible] | 3 | 3 | 6 |
| | | ****************************************** | | | | |
| ENG | 272 | HUMANITIES | C | 3 | 3 | 6 |
| PSY | 237 | GENERAL PSYCHOLOGY | C | 3 | 3 | 6 |
| ENG | 143 | SPEECH COMMUNICATION | B | 3 | 3 | 9 |
| GOVT | 321 | AMERICAN POLITICAL Sys | B | 3 | 3 | 9 |
| ENG | 274 | GRAMMAR & EXPRESSION | B | 3 | 3 | 9 |
| PE | 111 | PHYSICAL EDUCATION | A | 2 | 2 | 8 |
| | | ****************************************** | | | | |
| | | TOTAL HOURS EARNED=44 | | | | |
| | | ****END OF TRANSCRIPT****************** | | | | |

| COURSE | | | | | CREDIT HOURS | | GRADE POINTS |
|---|---|---|---|---|---|---|---|
| CODE | DEPT. | NUMBER | DESCRIPTIVE TITLE | GRADE | CARRIED | EARNED | |

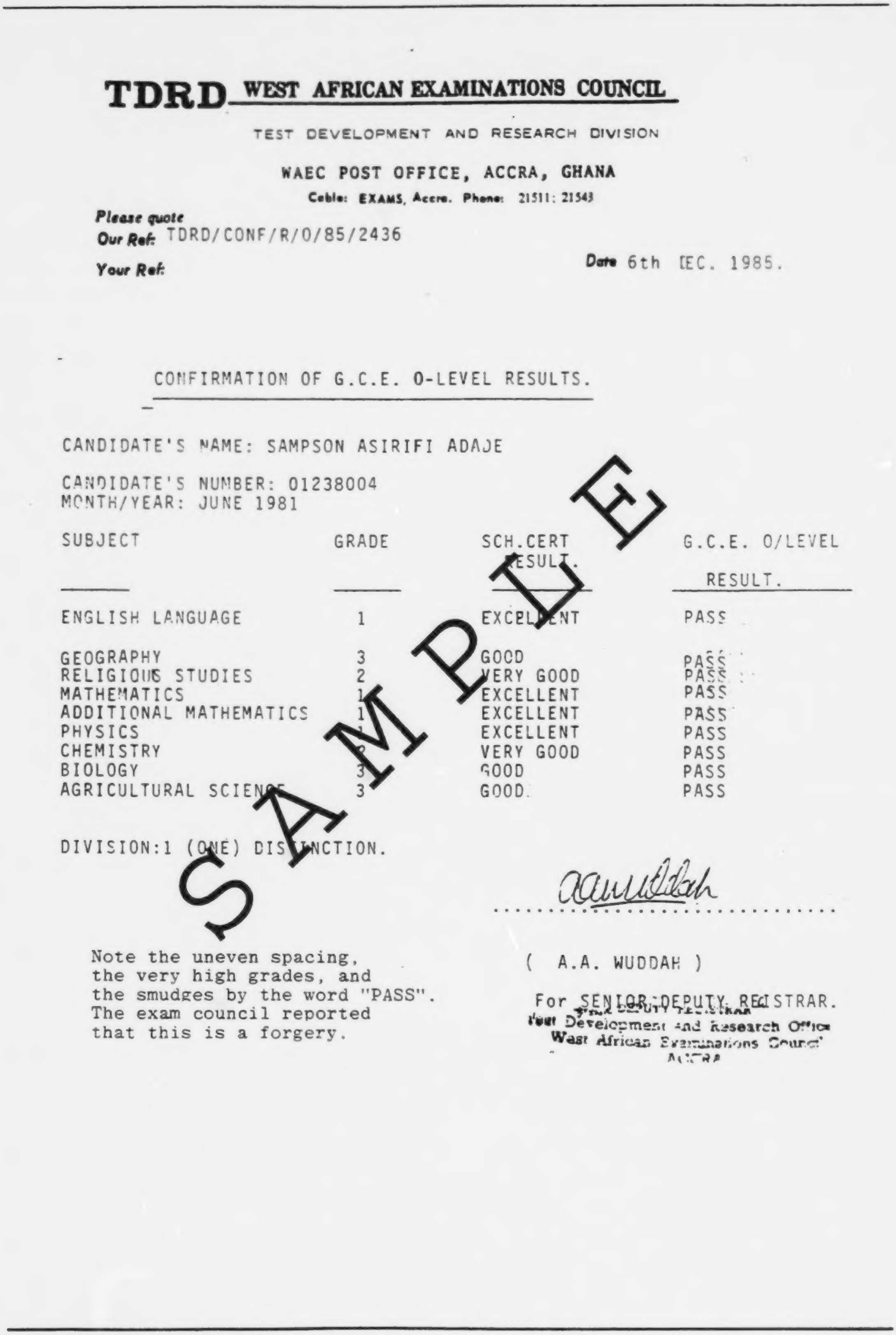
Americanized transcript from
an African school. No school
name, address, or registrar seal.

REGISTRAR
3/3/87

This registrar did not exist.

DEGREES EARNED

SAMPLE



**TDRD WEST AFRICAN EXAMINATIONS COUNCIL**

TEST DEVELOPMENT AND RESEARCH DIVISION

WAEC POST OFFICE, ACCRA, GHANA

Cable: EXAMS, Accra. Phone: 21511: 21543

*Please quote*
*Our Ref:* TDRD/CONF/R/0/85/2436

*Your Ref:*

*Date* 6th DEC. 1985.

CONFIRMATION OF G.C.E. O-LEVEL RESULTS.

CANDIDATE'S NAME: SAMPSON ASIRIFI ADAJE

CANDIDATE'S NUMBER: 01238004
MONTH/YEAR: JUNE 1981

| SUBJECT | GRADE | SCH.CERT RESULT. | G.C.E. O/LEVEL RESULT. |
|---|---|---|---|
| ENGLISH LANGUAGE | 1 | EXCELLENT | PASS |
| GEOGRAPHY | 3 | GOOD | PASS |
| RELIGIOUS STUDIES | 2 | VERY GOOD | PASS |
| MATHEMATICS | 1 | EXCELLENT | PASS |
| ADDITIONAL MATHEMATICS | 1 | EXCELLENT | PASS |
| PHYSICS | 1 | EXCELLENT | PASS |
| CHEMISTRY | 2 | VERY GOOD | PASS |
| BIOLOGY | 3 | GOOD | PASS |
| AGRICULTURAL SCIENCE | 3 | GOOD | PASS |

DIVISION:1 (ONE) DISTINCTION.

( A.A. WUDDAH )

For SENIOR DEPUTY REGISTRAR.

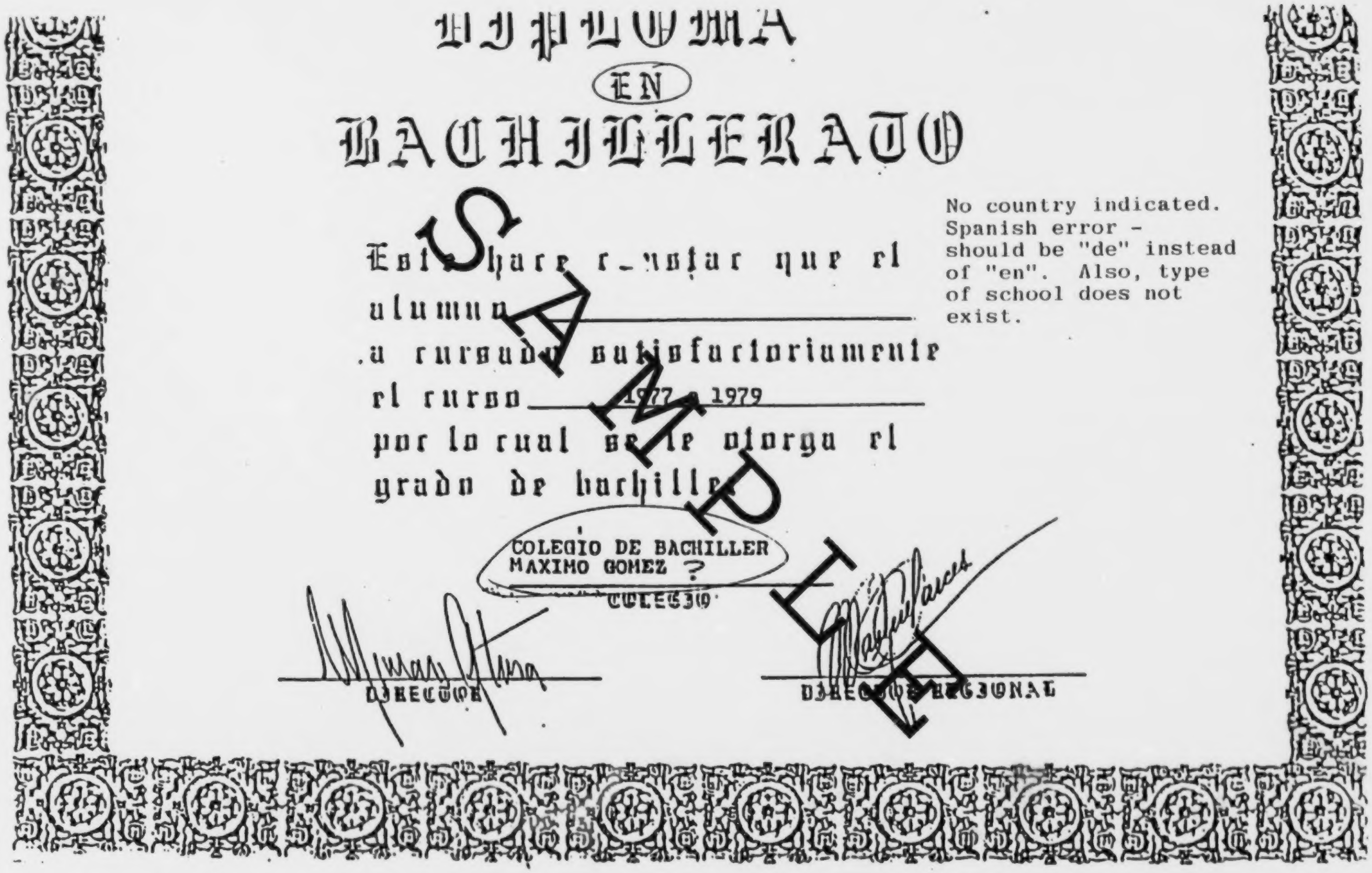
[illegible] DEPUTY REGISTRAR
Test Development and Research Office
West African Examinations Council
ACCRA

Note the uneven spacing,
the very high grades, and
the smudges by the word "PASS".
The exam council reported
that this is a forgery.

SAMPLE

Document 8.4. Sample Forged Transcript

Document 8.5. Sample Fake Certificate



# DIPLOMA
EN
# BACHILLERATO

Esto hace constar que el
alumno ______________________
ha cursado satisfactoriamente
el curso 1977 - 1979
por lo cual se le otorga el
grado de bachiller

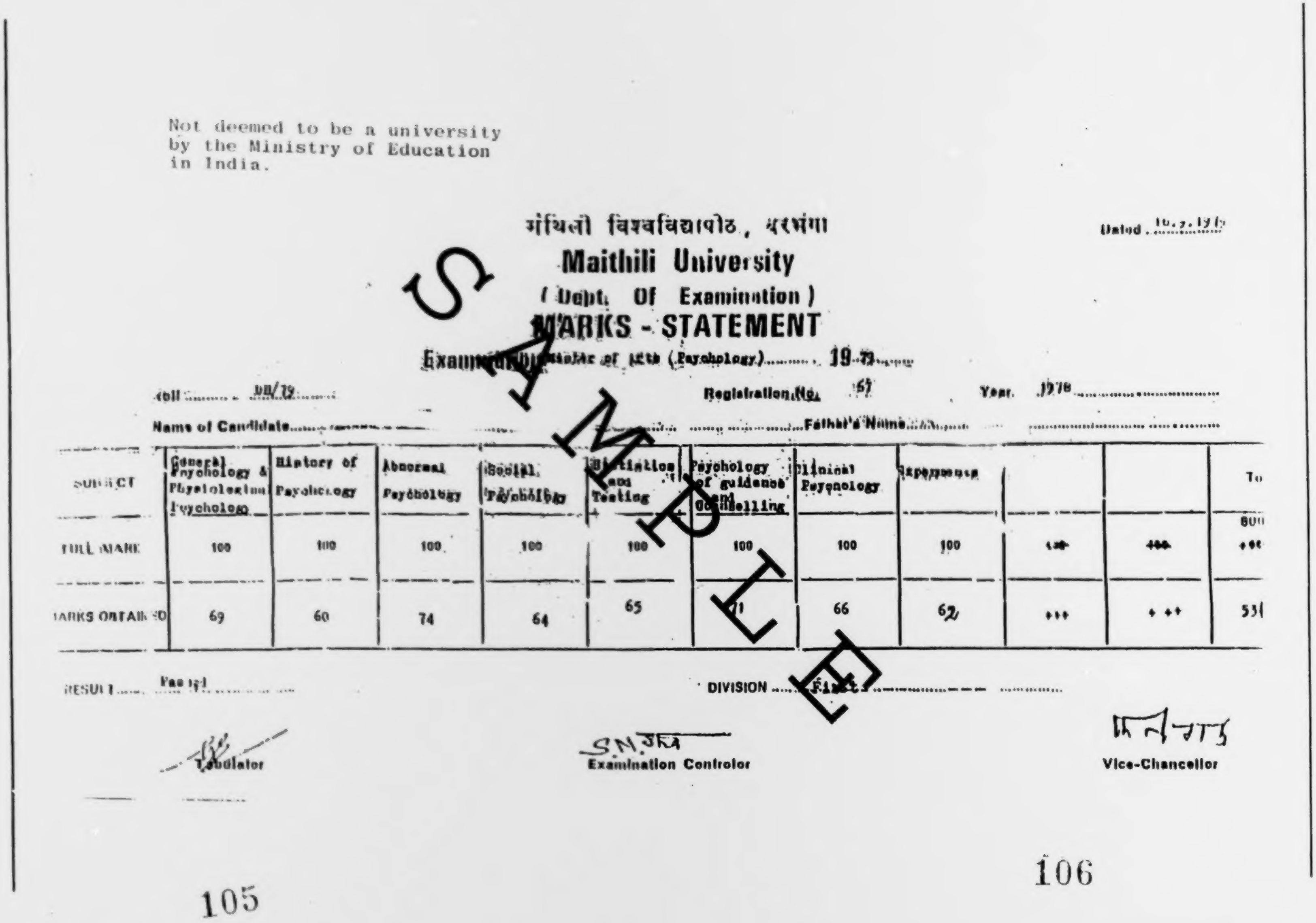
COLEGIO DE BACHILLER
MAXIMO GOMEZ ?
COLEGIO

DIRECTOR

DIRECTOR REGIONAL

No country indicated. Spanish error - should be "de" instead of "en". Also, type of school does not exist.

SAMPLE



Not deemed to be a university
by the Ministry of Education
in India.

मैथिली विश्वविद्यापीठ, दरभंगा

**Maithili University**

**( Dept. Of Examination )**

**MARKS - STATEMENT**

Dated 16.7.1979

Examination Master of Arts (Psychology) 19 79

Roll 08/79

Registration No. 67

Year 1978

Name of Candidate

Father's Name

| SUBJECT | General Psychology & Physiological Psychology | History of Psychology | Abnormal Psychology | Social Psychology | Statistics and Testing | Psychology of guidance and Counselling | Clinical Psychology | Experiments | | | To |
|---|---|---|---|---|---|---|---|---|---|---|---|
| FULL MARK | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ~~100~~ | ~~100~~ | 800<br>+++ |
| MARKS OBTAINED | 69 | 60 | 74 | 64 | 65 | 71 | 66 | 62 | +++ | +++ | 53 |

RESULT Passed

DIVISION First

Tabulator

S.N. झा

Examination Controlor

Vice-Chancellor

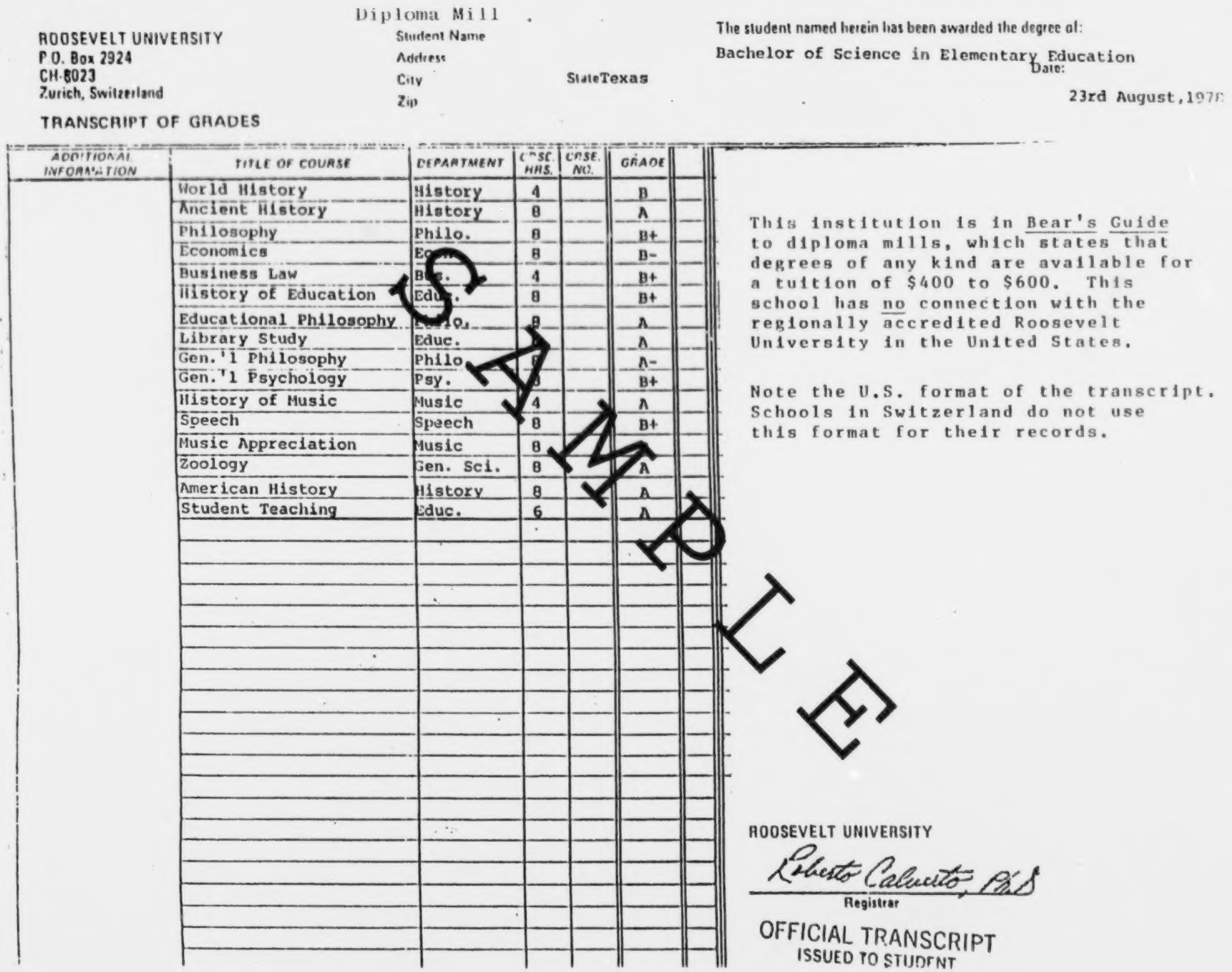
105

106

SAMPLE

Document 8.6. Sample Forged Transcript

Document 8.7. Sample Diploma Mill Transcript



Diploma Mill

**ROOSEVELT UNIVERSITY**
P.O. Box 2924
CH-8023
Zurich, Switzerland

Student Name
Address
City
State Texas
Zip

The student named herein has been awarded the degree of:
Bachelor of Science in Elementary Education
Date:
23rd August,197

**TRANSCRIPT OF GRADES**

| ADDITIONAL INFORMATION | TITLE OF COURSE | DEPARTMENT | CRSE. HRS. | CRSE. NO. | GRADE |
|---|---|---|---|---|---|
| | World History | History | 4 | | B |
| | Ancient History | History | 8 | | A |
| | Philosophy | Philo. | 8 | | B+ |
| | Economics | Econ. | 8 | | B- |
| | Business Law | Bus. | 4 | | B+ |
| | History of Education | Educ. | 8 | | B+ |
| | Educational Philosophy | Philo. | 8 | | A |
| | Library Study | Educ. | 8 | | A |
| | Gen.'l Philosophy | Philo | 8 | | A- |
| | Gen.'l Psychology | Psy. | 8 | | B+ |
| | History of Music | Music | 4 | | A |
| | Speech | Speech | 8 | | B+ |
| | Music Appreciation | Music | 8 | | [illegible] |
| | Zoology | Gen. Sci. | 8 | | A |
| | American History | History | 8 | | A |
| | Student Teaching | Educ. | 6 | | A |

SAMPLE

This institution is in Bear's Guide to diploma mills, which states that degrees of any kind are available for a tuition of $400 to $600. This school has no connection with the regionally accredited Roosevelt University in the United States.

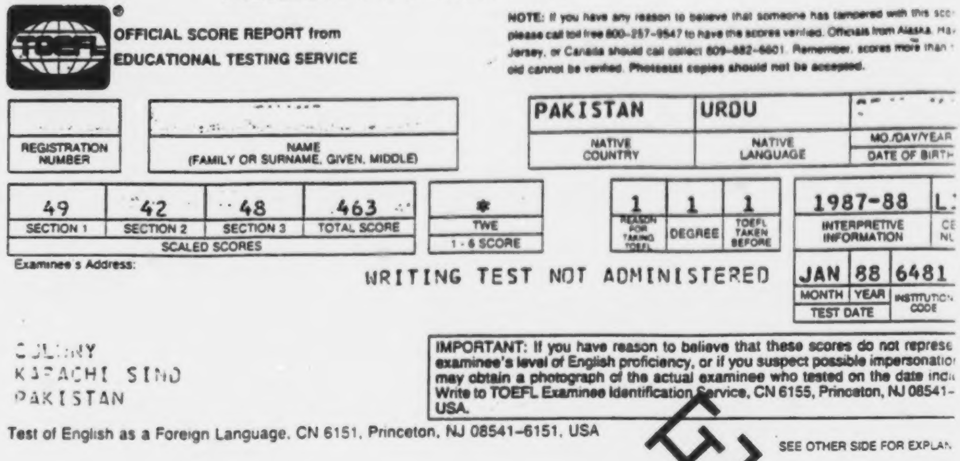
Note the U.S. format of the transcript. Schools in Switzerland do not use this format for their records.

**ROOSEVELT UNIVERSITY**

Roberto Calvetto, Ph.D
Registrar

OFFICIAL TRANSCRIPT
ISSUED TO STUDENT

## Falsified Test Scores



®
OFFICIAL SCORE REPORT from
EDUCATIONAL TESTING SERVICE

**NOTE:** If you have any reason to believe that someone has tampered with this sc
please call toll free 800-257-9547 to have the scores verified. Officials from Alaska, Ha
Jersey, or Canada should call collect 609-882-6601. Remember, scores more than
old cannot be verified. Photostat copies should not be accepted.

| | | | | |
|---|---|---|---|---|
| [illegible] | [illegible] | PAKISTAN | URDU | [illegible] |
| REGISTRATION NUMBER | NAME (FAMILY OR SURNAME, GIVEN, MIDDLE) | NATIVE COUNTRY | NATIVE LANGUAGE | MO./DAY/YEAR<br>DATE OF BIRTH |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 49 | 42 | 48 | 463 | * | 1 | 1 | 1 | 1987-88 | L |
| SECTION 1 | SECTION 2 | SECTION 3 | TOTAL SCORE | TWE<br>1 - 6 SCORE | REASON FOR TAKING TOEFL | DEGREE | TOEFL TAKEN BEFORE | INTERPRETIVE INFORMATION | CE NU |
| SCALED SCORES | | | | | | | | | |

Examinee's Address:

WRITING TEST NOT ADMINISTERED

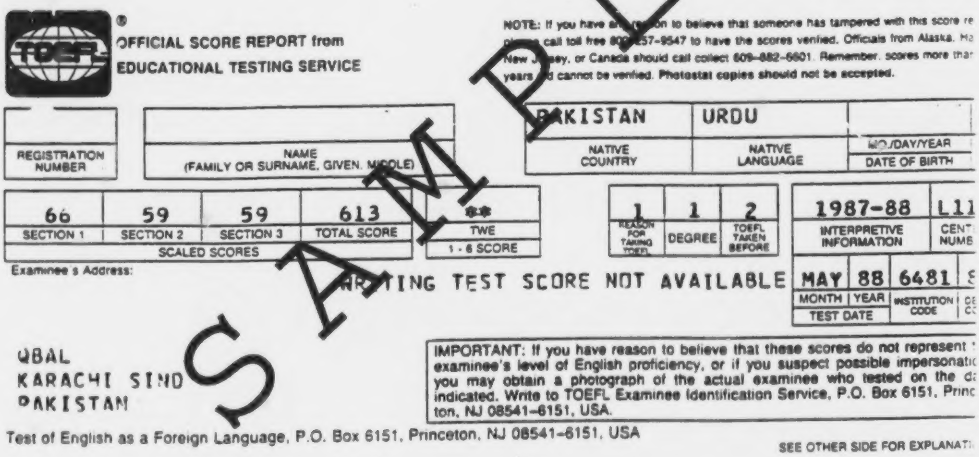
| | | |
|---|---|---|
| JAN | 88 | 6481 |
| MONTH | YEAR | INSTITUTION CODE |
| TEST DATE | | |

COLONY
KARACHI SIND
PAKISTAN

**IMPORTANT:** If you have reason to believe that these scores do not represe
examinee's level of English proficiency, or if you suspect possible impersonatio
may obtain a photograph of the actual examinee who tested on the date ind
Write to TOEFL Examinee Identification Service, CN 6155, Princeton, NJ 08541–
USA.

Test of English as a Foreign Language, CN 6151, Princeton, NJ 08541–6151, USA

SEE OTHER SIDE FOR EXPLAN



®
OFFICIAL SCORE REPORT from
EDUCATIONAL TESTING SERVICE

**NOTE:** If you have any reason to believe that someone has tampered with this score re
please call toll free 800-257-9547 to have the scores verified. Officials from Alaska, Ha
New Jersey, or Canada should call collect 609-882-6601. Remember, scores more tha
years old cannot be verified. Photostat copies should not be accepted.

| | | | | |
|---|---|---|---|---|
| | | PAKISTAN | URDU | |
| REGISTRATION NUMBER | NAME (FAMILY OR SURNAME, GIVEN, MIDDLE) | NATIVE COUNTRY | NATIVE LANGUAGE | MO./DAY/YEAR<br>DATE OF BIRTH |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 66 | 59 | 59 | 613 | ** | 1 | 1 | 2 | 1987-88 | L11 |
| SECTION 1 | SECTION 2 | SECTION 3 | TOTAL SCORE | TWE<br>1 - 6 SCORE | REASON FOR TAKING TOEFL | DEGREE | TOEFL TAKEN BEFORE | INTERPRETIVE INFORMATION | CENT NUMB |
| SCALED SCORES | | | | | | | | | |

Examinee's Address:

WRITING TEST SCORE NOT AVAILABLE

| | | | |
|---|---|---|---|
| MAY | 88 | 6481 | S |
| MONTH | YEAR | INSTITUTION CODE | CE CO |
| TEST DATE | | | |

QBAL
KARACHI SIND
PAKISTAN

**IMPORTANT:** If you have reason to believe that these scores do not represent
examinee's level of English proficiency, or if you suspect possible impersonati
you may obtain a photograph of the actual examinee who tested on the d
indicated. Write to TOEFL Examinee Identification Service, P.O. Box 6151, Princ
ton, NJ 08541–6151, USA.

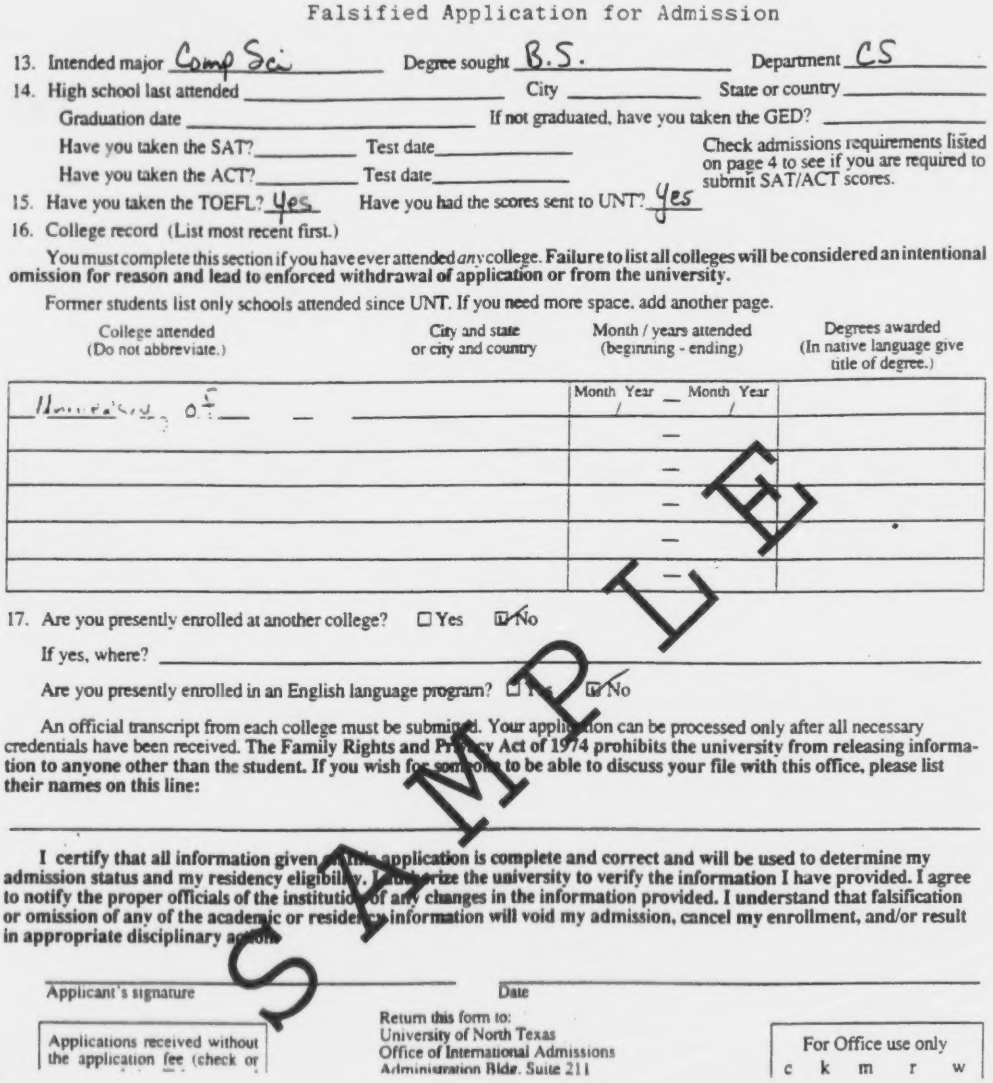
Test of English as a Foreign Language, P.O. Box 6151, Princeton, NJ 08541–6151, USA

SEE OTHER SIDE FOR EXPLANAT

SAMPLE

The same student submitted both of these TOEFL score reports. In five months, it would be impossible to go from a score of 463 to a score of 613. ETS cancelled these scores after reviewing the student's records.

Document 8.8. Sample Falsified TOEFL Score Report



Falsified Application for Admission

13. Intended major Comp Sci Degree sought B.S. Department CS

14. High school last attended ______ City ______ State or country ______

Graduation date ______ If not graduated, have you taken the GED? ______

Have you taken the SAT? ______ Test date ______

Have you taken the ACT? ______ Test date ______

Check admissions requirements listed on page 4 to see if you are required to submit SAT/ACT scores.

15. Have you taken the TOEFL? Yes Have you had the scores sent to UNT? Yes

16. College record (List most recent first.)

You must complete this section if you have ever attended *any* college. **Failure to list all colleges will be considered an intentional omission for reason and lead to enforced withdrawal of application or from the university.**

Former students list only schools attended since UNT. If you need more space, add another page.

| College attended (Do not abbreviate.) | City and state or city and country | Month / years attended (beginning - ending) | Degrees awarded (In native language give title of degree.) |
|---|---|---|---|
| University of | | Month Year / — Month Year / | |
| | | — | |
| | | — | |
| | | — | |
| | | — | |
| | | — | |

17. Are you presently enrolled at another college? ☐ Yes ☑ No

If yes, where? ______

Are you presently enrolled in an English language program? ☐ Yes ☑ No

An official transcript from each college must be submitted. Your application can be processed only after all necessary credentials have been received. **The Family Rights and Privacy Act of 1974 prohibits the university from releasing information to anyone other than the student. If you wish for someone to be able to discuss your file with this office, please list their names on this line:**

______

**I certify that all information given on this application is complete and correct and will be used to determine my admission status and my residency eligibility. I authorize the university to verify the information I have provided. I agree to notify the proper officials of the institution of any changes in the information provided. I understand that falsification or omission of any of the academic or residency information will void my admission, cancel my enrollment, and/or result in appropriate disciplinary action.**

Applicant's signature ______ Date ______

Applications received without the application fee (check or

Return this form to:
University of North Texas
Office of International Admissions
Administration Bldg. Suite 211

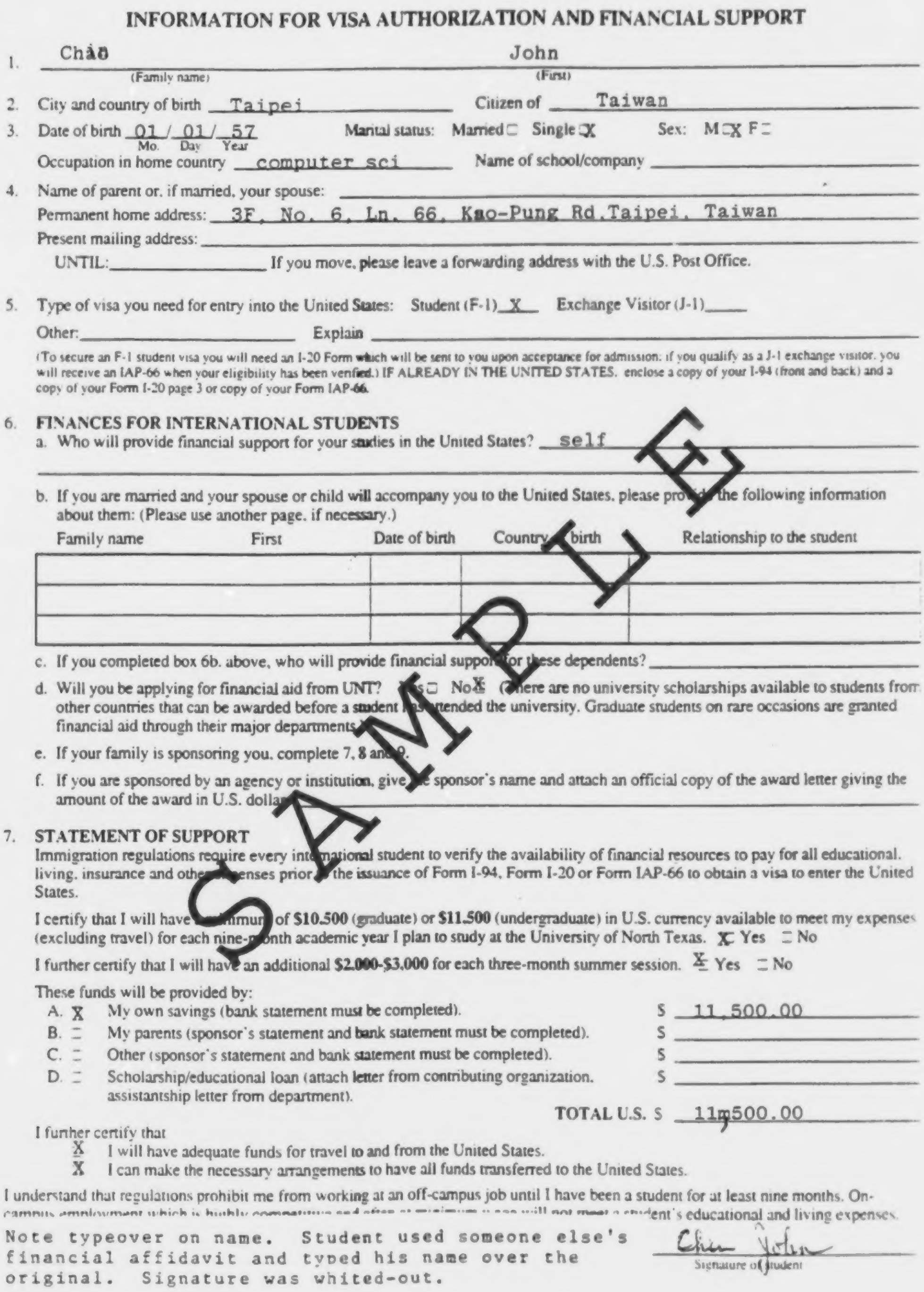
For Office use only
c k m r w

The student did not complete item 14 on this application for admission. The student should be requested to provide this information before the application is processed.

Also, white-out was used to cover up the name of the university that the student previously attended, as if the student changed his/her mind about reporting that attendance. An exacto knife was used to remove the white-out, revealing that the student had enrolled at another university. This was verified with that university, thus the application was falsified.

The lack of the student's signature on this application makes the application incomplete, in addition to the above falsification.

Document 8.9. Sample Falsified Application for Admission



## INFORMATION FOR VISA AUTHORIZATION AND FINANCIAL SUPPORT

1. Chao (Family name) John (First)

2. City and country of birth Taipei Citizen of Taiwan

3. Date of birth 01 / 01 / 57 (Mo. Day Year) Marital status: Married ☐ Single ☒ Sex: M ☒ F ☐

Occupation in home country computer sci Name of school/company ______

4. Name of parent or, if married, your spouse: ______

Permanent home address: 3F, No. 6, Ln. 66, Kao-Pung Rd.Taipei, Taiwan

Present mailing address: ______

UNTIL: ______ If you move, please leave a forwarding address with the U.S. Post Office.

5. Type of visa you need for entry into the United States: Student (F-1) X Exchange Visitor (J-1) ______

Other: ______ Explain ______

(To secure an F-1 student visa you will need an I-20 Form which will be sent to you upon acceptance for admission: if you qualify as a J-1 exchange visitor, you will receive an IAP-66 when your eligibility has been verified.) IF ALREADY IN THE UNITED STATES, enclose a copy of your I-94 (front and back) and a copy of your Form I-20 page 3 or copy of your Form IAP-66.

6. **FINANCES FOR INTERNATIONAL STUDENTS**

a. Who will provide financial support for your studies in the United States? self

b. If you are married and your spouse or child will accompany you to the United States, please provide the following information about them: (Please use another page, if necessary.)

| Family name | First | Date of birth | Country of birth | Relationship to the student |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

c. If you completed box 6b. above, who will provide financial support for these dependents? ______

d. Will you be applying for financial aid from UNT? Yes ☐ No ☒ (There are no university scholarships available to students from other countries that can be awarded before a student has attended the university. Graduate students on rare occasions are granted financial aid through their major departments.)

e. If your family is sponsoring you, complete 7, 8 and 9.

f. If you are sponsored by an agency or institution, give the sponsor's name and attach an official copy of the award letter giving the amount of the award in U.S. dollars. ______

7. **STATEMENT OF SUPPORT**

Immigration regulations require every international student to verify the availability of financial resources to pay for all educational, living, insurance and other expenses prior to the issuance of Form I-94, Form I-20 or Form IAP-66 to obtain a visa to enter the United States.

I certify that I will have a minimum of **$10,500** (graduate) or **$11,500** (undergraduate) in U.S. currency available to meet my expenses (excluding travel) for each nine-month academic year I plan to study at the University of North Texas. ☒ Yes ☐ No

I further certify that I will have an additional **$2,000-$3,000** for each three-month summer session. ☒ Yes ☐ No

These funds will be provided by:

| | | | |
|---|---|---|---|
| A. ☒ | My own savings (bank statement must be completed). | $ | 11,500.00 |
| B. ☐ | My parents (sponsor's statement and bank statement must be completed). | $ | |
| C. ☐ | Other (sponsor's statement and bank statement must be completed). | $ | |
| D. ☐ | Scholarship/educational loan (attach letter from contributing organization, assistantship letter from department). | $ | |
| | **TOTAL U.S.** | $ | 11,500.00 |

I further certify that

- X I will have adequate funds for travel to and from the United States.
- X I can make the necessary arrangements to have all funds transferred to the United States.

I understand that regulations prohibit me from working at an off-campus job until I have been a student for at least nine months. On-campus employment which is highly competitive and often at minimum wage will not meet a student's educational and living expenses.

Note typeover on name. Student used someone else's financial affidavit and typed his name over the original. Signature was whited-out.

Chin John
Signature of Student

88

**Document 8.10.** Sample Altered Information for Visa Authorization and Financial Support

# THE ART OF THE TRANSFER PROCESS: TWO-YEAR TO FOUR-YEAR COLLEGES

Recently, the number of international students in public and private two-year colleges in the United States, most of whom intend to transfer to four-year institutions to complete the bachelor's degree, has dramatically increased. Enrollment in a two-year institution as a first step offers a unique opportunity for international students to obtain a U.S. education. Once students begin this process they must consider several issues to ensure their success. The critical component for the two-year colleges is to be able to assure students that they will be able to transfer to universities and earn bachelor's degrees. For most students this may take approximately five years.

The concept of higher education in other countries differs from that in the United States. Two-year colleges outside of the United States are primarily vocational and terminal and usually offer training in technical studies, agriculture, office work, health sciences, etc. Further, transfer from one college or university to another is not a generally accepted practice. When students do transfer among tertiary institutions it usually means beginning their studies over again.

The overseas perception of the education offered at two-year colleges in the United States is tainted by the focus of the one-, two-, and three-year programs in their own countries. Although U.S. two-year colleges also provide vocational and technical education, they offer the academic component as well. It is therefore very important that representatives of the U.S. two-year institutions provide complete information when recruiting international students. They must educate students regarding the various types of programs available at their schools and indicate which of these transfer to institutions for bachelor's degrees.

## ■ Recruitment and Advising in U.S. Two-Year Colleges

Two-year colleges in the U.S. recruit international students to: a) increase enrollment numbers; b) take advantage of the higher fees nonresident students pay; and c) broaden the diversity of their student population by internationalizing the student body. This section limits its discussion to students who are planning to complete Associate Arts and Sciences degrees with the intention of transferring to a bachelor's degree program in a four-year institution.

Once the student completes the requisite work at a two-year college in the United States, there are special considerations to take into account. Although most four-year institutions encourage the enrollment of international students, the transfer process is sometimes problematic. Several factors often impede the student's ability to transfer to the school of first choice. Many public institutions limit the number of international students to ensure space for native or state resident students. When the choice of major is in an impacted area, few, if any spaces may be available for international students. The credibility of the recruiter from a two-year school is often at risk if students are not readily admitted to the four-year schools of their choice.

Recruiters from two-year colleges must have sufficient knowledge and sensitivity to the needs of international students to provide both the short- and long-term advantages for students enrolling in their schools. The smaller institutional environment they offer is often a plus for students new to the country, allowing them an opportunity to continue to develop their skills while learning to understand the educational system in the United States. The general education curriculum, which is unique to U.S. education, can be completed in two-year institutions prior to transfer. It also allows students the ability to "browse" the system and look for a four-year institution most appropriate to their needs. Advisors should also encourage students in the two-year colleges to consider several four-year institutions before making a decision through visits to the sites and a review of brochures and programs offered. Timing is important here and will therefore require counseling regarding costs, requirements, location, and housing opportunities. By making an informed choice regarding a four-year school, students increase the likelihood for a successful academic career at a large or competitive institution (see Chapter 2 for more information on recruitment).

## How to Make the Transfer Process Smooth and Successful

### *Recruitment*

- Recruitment counselors should be knowledgeable about the educational systems of the countries they visit to ensure that they are inviting well-prepared students to the United States and that they meet the standards of the institution.

- Recruiters should be knowledgeable about the programs offered in U.S. institutions in order to properly direct students.

### *Articulation*

- The two-year school should establish a strong relationship with the admissions offices in the four-year institutions that are of most interest to their students. A clear understanding of the numbers of student positions available, the requirements for admission, and the processing procedures in the four-year institutions should be shared.

- When possible, the four-year institutions closely aligned with the two-year colleges should participate in the recruitment process. Continual interaction among the academic advisors in both college systems to support the recruitment of international students is critical to the success of the program.

### *Evaluation of International Credentials*

- Academic advising of international students needs special attention to ensure that students have met general education requirements and have strong preparation in their major fields. Advisors should be well versed in the lower division requirements of the colleges where their students are transferring.

- Careful evaluation of academic work from foreign institutions completed prior to enrolling in the two-year institution (with counsel from the four-year institution, if possible) will help avoid duplication of coursework between the foreign institution and the U.S. institution. If credit is granted for coursework that is not likely to be accepted by the four-year institution, the student needs to be informed. Close interaction between the two segments is particularly important here, since most four-year institutions are unable to provide advisory service and will evaluate credentials only after a student applies for admission.

- Cautious consideration of evaluations of prior international academic coursework which are prepared by private agencies will help determine if the focus is geared toward the transfer process. The private evaluation agency prepares evaluations for professional placement more than for college admission consideration. In addition, since four-year institutions offer many varieties of degree requirements and programs, work that may be transferred into one institution, is not necessarily acceptable for another.

### *English Skills*

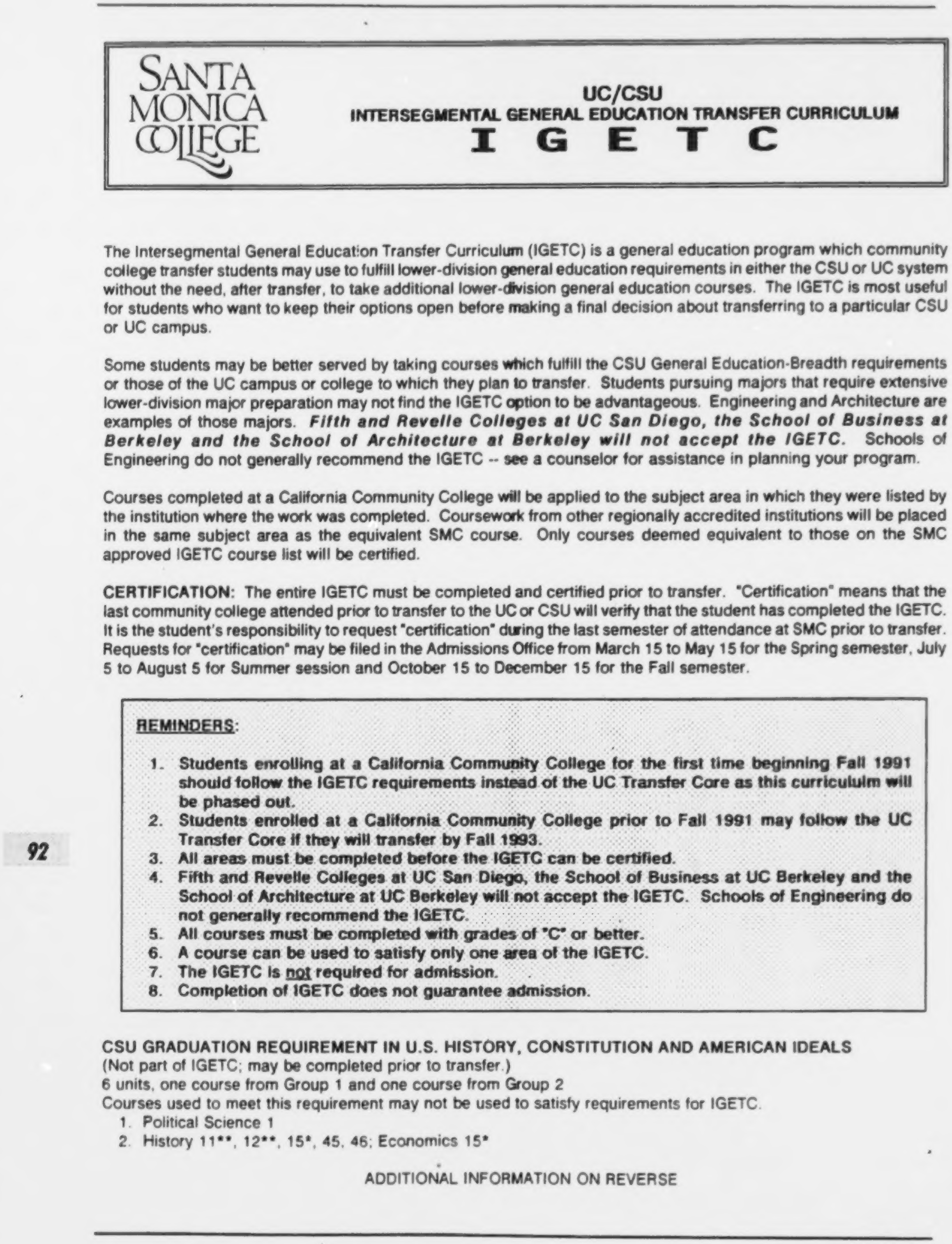
- English skills, both written and oral, need to be evaluated to ensure that the student is ready to study in the United States. If needed, referral to an English as a Second Language (ESL) school should be considered, or a strong ESL program should be made available in the two-year school (see Chapter 10 for more information on English skills and programs).

- Progress in English skills while the student is enrolled at the two-year institution should be carefully monitored.

- Four-year colleges may have differing policies regarding English language and financial requirements. Students need to know that policies differ among institutions. Close cooperation and articulation of the requirements between the two- and four-year schools is important for smooth transitions (e.g., University of X will waive TOEFL requirements if the student passes the Community College English 101 with a grade of B).

## Summary

It is important to recognize the advantages for the student and the institution when international students begin their U.S. college level studies at a two-year college. However, it is critical that the process be smooth and that both the two- and four-year institutions provide as much support and counseling as possible. The transfer process is one that is never simple, even for our own domestic students; it could be a nightmare for students unfamiliar with the bureaucracy. The above recommendations are designed to be building blocks with refinement taking place at institutions that wish to encourage international students to use the transfer system.



SANTA
MONICA
COLLEGE

## UC/CSU
## INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM
# IGETC

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program which community college transfer students may use to fulfill lower-division general education requirements in either the CSU or UC system without the need, after transfer, to take additional lower-division general education courses. The IGETC is most useful for students who want to keep their options open before making a final decision about transferring to a particular CSU or UC campus.

Some students may be better served by taking courses which fulfill the CSU General Education-Breadth requirements or those of the UC campus or college to which they plan to transfer. Students pursuing majors that require extensive lower-division major preparation may not find the IGETC option to be advantageous. Engineering and Architecture are examples of those majors. ***Fifth and Revelle Colleges at UC San Diego, the School of Business at Berkeley and the School of Architecture at Berkeley will not accept the IGETC.*** Schools of Engineering do not generally recommend the IGETC -- see a counselor for assistance in planning your program.

Courses completed at a California Community College will be applied to the subject area in which they were listed by the institution where the work was completed. Coursework from other regionally accredited institutions will be placed in the same subject area as the equivalent SMC course. Only courses deemed equivalent to those on the SMC approved IGETC course list will be certified.

**CERTIFICATION:** The entire IGETC must be completed and certified prior to transfer. "Certification" means that the last community college attended prior to transfer to the UC or CSU will verify that the student has completed the IGETC. It is the student's responsibility to request "certification" during the last semester of attendance at SMC prior to transfer. Requests for "certification" may be filed in the Admissions Office from March 15 to May 15 for the Spring semester, July 5 to August 5 for Summer session and October 15 to December 15 for the Fall semester.

**REMINDERS:**

1. **Students enrolling at a California Community College for the first time beginning Fall 1991 should follow the IGETC requirements instead of the UC Transfer Core as this curriculuim will be phased out.**
2. **Students enrolled at a California Community College prior to Fall 1991 may follow the UC Transfer Core if they will transfer by Fall 1993.**
3. **All areas must be completed before the IGETC can be certified.**
4. **Fifth and Revelle Colleges at UC San Diego, the School of Business at UC Berkeley and the School of Architecture at UC Berkeley will not accept the IGETC. Schools of Engineering do not generally recommend the IGETC.**
5. **All courses must be completed with grades of "C" or better.**
6. **A course can be used to satisfy only one area of the IGETC.**
7. **The IGETC is not required for admission.**
8. **Completion of IGETC does not guarantee admission.**

**CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS**
(Not part of IGETC; may be completed prior to transfer.)
6 units, one course from Group 1 and one course from Group 2
Courses used to meet this requirement may not be used to satisfy requirements for IGETC.

1. Political Science 1
2. History 11**, 12**, 15*, 45, 46; Economics 15*

ADDITIONAL INFORMATION ON REVERSE

Document 9.1a. Sample Transfer Curriculum
*Santa Monica College*

# IGETC

IMPORTANT: All areas must be completed before the IGETC can be certified. All courses must be completed with grades of "C" or better.

| | MET | NEED |
|---|---|---|
| **AREA 1 -- ENGLISH COMMUNICATION**<br>**CSU** - Must complete Groups A, B, and C below. **UC** - Must complete Groups A and B.<br>**Group A: English Composition**, 1 course, 3 semester units<br>English 1<br>**Group B: Critical Thinking - English Composition**<br>English 2 **and** Philosophy 7 (for 1992-93 school year -- students who plan to fulfill this requirement at a later date should see a counselor)<br>**Group C: Oral Communication**, 1 course, 3 semester units ***(required for CSU only)***<br>Speech 1, 11 | | |
| **AREA 2 -- MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING**, (1 course, 3 semester) units<br>Math 2, 7**, 8**, 10 (same as CIS 10), 11, 13, 15, 21, 23**, 24**, 52 | | |
| **AREA 3 -- ARTS AND HUMANITIES** (At least 3 courses, 9 semester units) At least one course from the Arts and one course from the Humanities.<br>Art Courses: Architecture 50 (same as Art 6), 51 (same as Art 7); Art 1, 2, 6 (same as Arch 50), 7 (same as Arch 51), 8, 9; Dance 5; Music 1, 30, 31, 32, 33; Theatre Arts 2, 5, 7* (same as Engl 55)<br>**Humanities Courses**: Cinema 1, 5**; English 3, 4, 5, 6, 7, 8, 14, 15, 16, 26 (same as Hum 26), 34, 38, 39, 40, 50, 51, 52, 53, 55* (same as Th Arts 7), 56, 58; History 1**, 2**, 3, 4, 5, 6, 10, 11**, 12**, 13, 15* (same as Econ 15), 16, 17**, 18**, 19, 20, 21, 22, 23, 24, 25, 35**, 36**, 37, 43, 45, 46, 52, 62; Humanities 26 (same as Engl 26); Philosophy 1, 2, 3, 4, 5, 22 (same as Rel St 22), 23 (same as Rel St 23), 24, 41, 51* (same as Pol Sci 51), 52* (same as Pol Sci 52); Religious Studies 22 (same as Phil 22), 23 (same as Phil 23); Spanish 9 | | |
| **AREA 4 -- SOCIAL AND BEHAVIORAL SCIENCES** (At least 3 courses, 9 semester units) Courses from at least 2 disciplines.<br>Anthropology 2, 3, 20; Economics 1, 2, 6, 15* (same as Hist 15); Geography 2; Political Science 1, 2, 5, 7, 8, 14, 21, 51* (same as Phil 51), 52* (same as Phil 52); Psychology 1, 3, 11, 13; Sociology 1, 2, 4, 12, 31, 32, 33, 34 | | |
| **AREA 5 -- PHYSICAL AND BIOLOGICAL SCIENCES** (At least 2 courses required, 7-9 semester units) One Physical Science course and one Biological Science course; at least one course must include a laboratory. All courses with a laboratory component are underlined.<br>**Physical Science Courses**: Astronomy 1A**, 1B**, 3**, 4**; Chemistry 1, 2, 3**, 5, 14, 15, 16; Geography 1**, 3, 5**; Geology 1**, 4**, 5, 31; Physics 1**, 2**, 3**, 6**, 7**, 8**, 9**, 12**<br>**Biological Science Courses**: Anatomy 1, 2; Anthropology 1**, 5**; Biology 3**, 6, 7, 9, 15**, 15N**, 25; Botany 1; Microbiology 1; Physiology 3; Psychology 2; Zoology 5 | | |
| **FOREIGN LANGUAGE - *(Required for UC only)*** This requirement may be fulfilled by completion of two years of one foreign language in high school with a grade of "C" or better or proficiency demonstrated by completion of two semesters of one foreign language at Santa Monica College. (Students transferring to a UC campus must submit official high school transcripts to SMC for IGETC certification.)<br>Chinese 1, 2<br>French 1, 2<br>German 1, 2<br>Hebrew 1, 2<br>Italian 1, 2<br>Japanese 1, 2<br>Portuguese 1, 2<br>Russian 1, 2<br>Spanish 1, 2 | | |

*Course may be listed in more than one area, but shall not be certified in more than one area.
**Transfer credit may be limited by UC, CSU or both. Please consult with a counselor.

SUBJECT TO CHANGE WITHOUT NOTICE

IGETC.ART/4.24.92

University of California
**Berkeley**

**Office of Undergraduate Admission**
Sproul Hall
Berkeley, CA 94720

## TEN QUESTIONS FREQUENTLY ASKED BY INTERNATIONAL APPLICANTS

### 1. What are the admission requirements for freshmen?

You must complete high school with a superior grade average in academic subjects and earn a certificate of completion which allows you admission to a university in your home country. The SAT and College Board Achievement Tests in English Composition, Math I or II, and any third test other than Math are required for all international freshman applicants. The tests should be taken no later than December (and preferably no later than November) of the year before you wish to begin attendance. Because Berkeley makes its admissions decisions in January/February (before we receive the results of your final exams), your SAT and Achievement test scores play an important part in our decision. All non-native speakers of English who have not studied for at least one year in the U.S. must present a TOEFL score of at least 550. (See our International Student Information sheet for the testing agency's address.)

### 2. What are the admission requirements for transfer applicants?

Because the U.S. educational system and requirements are quite different from those in many countries, it is not easy to transfer to Berkeley after attending a university in a foreign country. To be considered as a transfer applicant, you must complete at least 56 semester units (about 2 years of university) but no more than approximately 80 semester units (about 2½-3 years of university). You may not disregard university coursework already completed and apply as a freshman. Note: although applicants from Germany, Switzerland, Italy, or the British system of education will receive advanced placement credit for their high school coursework, they are considered freshmen.

Additionally, transfer applicants must complete all prerequisite courses for their intended major and college before admission. (See the Berkeley General Catalog for details.) If you have attended a university overseas, you will probably lack required courses such as the year of English reading and composition necessary for entrance into the College of Letters and Science. Sometimes you can complete such deficiencies at a California community college, but it usually takes at least two semesters to make up the deficiency. Missing courses cannot be made up while attending Berkeley. NOTE: English courses taken at a foreign university in a non-English speaking country DO NOT meet the reading and composition requirement nor may you substitute TOEFL for this requirement. Also, you cannot take an English examination to fulfill this requirement.

### 3. Does Berkeley offer short-term study (for one semester or one year)?

No. We only consider applicants who plan to enroll in a full-time program of studies leading to a degree from UC Berkeley and they must meet all our transfer requirements. If you want to have the experience of studying at Berkeley but cannot meet our admission requirements, you may wish to consider attending a Summer Session for which formal admission to the University is not required. The Summer Session begins in mid-June and ends mid-August.

Document 9.2a. Sample International Applicants Answer Sheet
*University of California, Berkeley*

**4. How much does it cost to attend Berkeley?**

International students will need approximately $21,350 for one year. Tuition and fees are about $11,150 and living expenses are approximately $10,200. Tuition and fees are subject to change.

**5. As an international student living in California, can I qualify for in-state tuition?**

No. Applicants who hold F-1 student visas must pay non-resident tuition regardless of their length of residence in California.

**6. Does Berkeley have financial aid or scholarships for foreign undergraduate students?**

In general, no. Students should rely on private financing or scholarships from their home country to pay for their education at Berkeley.

**7. How can I get an I-20 Form?**

Berkeley will issue the I-20 Form if you are selected for admission and can show that you have ample resources to support yourself while at the University.

**8. What are the most difficult majors to enter at Berkeley?**

For freshmen, all majors in the College of Engineering and the Architecture major. For transfer applicants, all Engineering majors, Architecture, Business Administration, Economics, Political Science, Psychology, Computer Science, Political Economy of Industrial Societies, Mass Communications, Development Studies and the Social Science Field Major. In recent years, almost every major offered has become competitive and requires completion of specific lower division requirements. Meeting minimum requirements does not guarantee admission to any major.

**9. If I already have a four or five year bachelor's degree, can I apply as an undergraduate?**

In general, no. You should apply as a graduate student. (Please go to the department in which you are interested in studying for further information.) However, if you wish to seek another undergraduate degree in a field unrelated to your first degree, then you may apply as a second bachelor's degree candidate. (Please ask to see a counselor about second degree program admission.)

**10. Is housing available for international students?**

Berkeley offers on-campus living accommodations to students. Incoming fall freshmen who apply by the deadline are guaranteed housing in the residence halls. Off-campus housing is also available but is expensive and difficult to secure. For further information, please contact the Housing Office at 2401 Bowditch Street, Berkeley, CA 94720.

Students entering Berkeley as juniors are eligible to live in International House, a multi-cultural residence hall. For information, write Residence Office, International House, 2299 Piedmont Avenue, Berkeley, CA 94720.

**The preceding information applies to U.C. Berkeley only. For information about other U.C. campuses or universities, please contact them directly.**

# U C L A

## TRANSFER ADMISSION: PREPARATION AND SELECTION

The number of advanced standing applicants applying to UCLA has increased significantly during the last several years. Students admitted to the University exceed the minimum University of California (UC) transfer eligibility requirements. Those students with the strongest preparation and performance are offered admission. For detailed eligibility information, see the UC publication *Answers for Transfers*.

In accordance with the Master Plan for Higher Education, UCLA gives first preference to California community college applicants. Applicants transferring from other UC campuses are next in priority, followed by applicants transferring from other colleges and universities. Each application receives a comprehensive review, integrating all available information.

The academic criteria is as follows: GPA in transferable courses, significant preparation for the major, completion of the English composition and the mathematics requirements, and progress toward completion of the Intersegmental General Education Transfer Curriculum (IGETC) or UCLA general education requirements. Applicants who have completed the English composition and mathematics requirements as early as possible in their academic program and who will have 90 transferable quarter units by the time they enroll in the University receive priority admission consideration.

We also consider supplemental factors in our admission decisions. These factors include: California residency, low income status, parent's education level, presence of a disability, membership in an ethnic group with low eligibility rates to the university, single parent status, number of hours employed, older/returning student status, unusual life circumstances as discussed in the application essay, special talent, honors, awards, and activities.

### COLLEGE OF LETTERS AND SCIENCE

Listed below are the College of Letters and Science majors and the corresponding lower division preparation courses. To make yourself most competitive for admission, complete as many preparation courses as possible prior to transfer – based on the availability of the courses at your college or university. Students are also strongly encouraged to complete IGETC.

**Afro-American Studies:** One course in Introduction to Civilizations of Africa and additional introductory coursework in the area of concentration (anthropology, psychology, etc.).

**Ancient Near Eastern Civilizations:** For options in Mesopotamia or Egypt - courses equivalent to two quarter terms of elementary German. For options in Syria/Palestine or Biblical Studies - courses equivalent to two quarter terms of elementary Greek and two years of Hebrew through the intermediate level.

**Anthropology (B.A.):** One course in Human Evolution, one course in Archaeology, one course in Sociocultural Anthropology, and one additional course from Human Evolution: Genetic Basis, Human Biology, Culture and Communication, or Quantitative Methods.

**Anthropology (B.S.):** One introductory course in Archaeology, one course in Sociocultural Anthropology, one course in Principles of Human Evolution: Genetic Basis, one course in Human Evolution: Comparative Analysis, two courses in General Biology for the major, one year of Calculus, one year of General Chemistry with lab for the major, and one year of General Physics with lab.

**Art History:** Courses in Ancient, Medieval, Renaissance and Baroque, and Modern Art; and two courses in Non-Western Art History.

**Astrophysics:** Two courses in Astrophysics (stars, nebulae, stellar evolution, galaxies, and cosmology), two years of Calculus, one and one-half to two years Calculus-based Physics for the major, and one FORTRAN programming course or Introduction to Programming course. Recommended: one course in Astronomy and one course in General Chemistry for the major.

**Atmospheric Sciences:** One course in Air Pollution or Climate and Climatic Change, one introductory course in Atmospheric Environment, one course in General Chemistry for the major, two years of Calculus, one and one-half to two years of Calculus-based Physics for the major, and one FORTRAN programming course.

**Biology:** One year of Biology with lab for the major, one year of General Chemistry with lab for the major, one year of Calculus, and one year of Calculus-based Physics for Life Science majors. Recommended: two Organic Chemistry courses with lab.

**Chemistry/Biochemistry:** One year of Chemistry with lab for the major, one and one-half years of Calculus, and one year of Calculus-based Physics with lab. Biochemistry majors must also complete one year of Biology with lab for the major.

**Chicana/o Studies:** One course in Introduction to Chicano Life and Culture, one course in Chicanos in American Society, and the equivalent of five quarter terms of Spanish.

**Classical Civilization:** Survey courses in Classical Greek Culture, Roman Civilization, and Greek or Latin Literature in translation.

**Cognitive Science:** Two courses in Calculus/Analytical Geometry, one Introductory Psychology course, one Statistics course, one Biology course with lab, one course in Introductory Physics with lab, one course in Introductory Chemistry with lab, one Philosophy course (Critical Reasoning, Philosophy of Science, or Philosophy of the Mind), and one course in Computer Programming.

Document 9.3a. **Sample Transfer Admission Brochure**
*UCLA*

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Document 9.3b.

**Communication Studies:** One course in Introduction to Communication Studies, one course in Introductory Psychology, one course in Introductory Sociology, one course in Principles of Speech, one course in Culture and Communication or Introduction to Linguistics, one course in Introduction to Computers and Computing, and one course in Statistics.

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**Earth Sciences:** Introductory courses in Earth Science, Earth History, Origin and Evolution of the Solar System, Oceanography, Mineralogy, and Field Geology; one course in Biology with lab, two courses in General Chemistry with lab for the major, one year of Calculus, and one year of Calculus-based Physics with lab.

**East Asian Studies:** One course in Introduction to Sociology. Additional courses from one of the following concentrations: Japan – two years of Japanese, History of Japan; China – two years of Chinese, History of China; Korea – two years of Korean, Korean Civilization.

**Economics:** One course in Microeconomics, one course in Macroeconomics, two courses in Calculus for the major, one course in Statistics, and one course in English – Critical Reading and Writing (Composition and Literature).

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**Economics/Business:** One course in Microeconomics, one course in Macroeconomics, two courses in Calculus for the major, one course in Statistics, one course in English – Critical Reading and Writing (Composition and Literature), and two courses in Elementary Accounting.

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**Economics/International Area Studies:** One course in Microeconomics, one course in Macroeconomics, two courses in Calculus for the major, one course in Statistics, and two years of a modern foreign language.

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**English:** One course in English Composition (Expository Writing), one course in Critical Reading and Writing (Composition and Literature), one year of Survey of English literature, and two years of one foreign language or combination of courses in foreign language and foreign literature.

**English/Greek** and **English/Latin**: One course in Composition and Introduction to Literature, one year of English Literature, and one year of Greek or Latin, respectively.

**Geography:** One course in Physical Geography, one course in Biogeography, one course in Cultural Geography, and one introductory course in Economic Geography. In addition, five quarter courses in any combination of foreign language and mathematics (mathematics courses must be Finite Mathematics or Calculus).

**Geography/Environmental Studies:** One course in Principles of Modern Biology or Biology of Organisms, one course in People and Earth's Ecosystems, and three courses from the following: Physical Geography, Cultural Geography, Biogeography, Economic Geography. In addition, five quarter courses in any combination of foreign language and mathematics (mathematics courses must be Finite Mathematics or Calculus). Recommended: one or two courses in Chemistry, one course in Introduction to Moral and Political Philosophy, one course in World Politics, and one year of Calculus for Life Science majors.

**Geology:** Introductory courses in Earth Science, Earth History, Mineralogy, and Field Geology, one introductory course in Biology with lab, two courses in General Chemistry with lab for the major, one year of Calculus, and one year of Calculus-based Physics with lab. Recommended: one introductory Computer Programming course. Paleobiology majors: one year of General Biology with lab for the major.

**Geophysics/Applied Geophysics:** Introductory course in Earth Science, Mineralogy, and Field Geology, one course in General Chemistry with lab for the major, two years of Calculus, and one and one-half years of Calculus-based Physics. Recommended: one introductory course in computer programming.

**History:** One year of Western Civilization, two courses in U.S. History, and two courses in Non-Western History or History of Science and Technology.

**History/Art History:** One year of Western Civilization, two Art History courses from the following: Ancient, Medieval, Modern, or Renaissance and Baroque; and one Art History course from the following: Art of Africa, Oceania, and Native America; Pre-Columbian Art of the Americas, Art of India and Southeast Asia, or Introduction to Chinese Art.

**Jewish Studies:** One year of elementary Hebrew, and two courses in Survey of Jewish History, as available.

**Language Majors:**
African Languages
Arabic
Chinese
French
German
Greek
Greek & Latin
Hebrew
Iranian Studies
Italian
Japanese
Latin
Portuguese
Russian Language & Literature
Scandinavian Languages
Slavic Languages & Literatures
Spanish

All language majors should complete two years of the language. Greek, Latin, and Persian may offer only one year; supplemental courses can be used to replace additional language courses. Additional preparation includes related courses in civilization, culture, history, linguistics, literature, and closely related languages.

**Latin American Studies:** Advanced Spanish and one year of elementary Portuguese, or advanced Portuguese and intermediate Spanish, two courses in Latin American History, and additional introductory coursework in the area of concentration.

**Linguistics:** One course in Introduction to Linguistics, one course in Symbolic Logic, one course in Introductory Psychology, one course in Cultural Anthropology, and two years of two foreign languages or two years of one language and one year each of two additional languages.

**Linguistics/Anthropology:** One course in Introduction to Linguistics, and two years of two foreign languages or two years of one language and one year each of two additional languages (one year in a language other than Romance, Slavic or Germanic).

**Linguistics/Computer Science:** One course in Introduction to Linguistics, one course in Symbolic Logic, four courses in Computing (Introduction to Programming/PASCAL, intermediate programming, advanced programming, and machine organization/Assembly language programming), two years of one foreign language and one year of a second language, and two Calculus courses.

**Linguistics/English:** One course in Introduction to Linguistics, one course in English Composition (Expository Writing), one year of Survey of English Literature, one course in Symbolic Logic, and two years of two foreign languages or two years of one language and one year each of two additional languages.

**Linguistics/Language Majors:**
Linguistics/East Asian Languages
Linguistics/French
Linguistics/Italian
Linguistics/Scandinavian Languages
Linguistics/Spanish

All Linguistics/Language majors should complete two years of the language. Introduction to Linguistics and related courses in civilization, culture, history, literature, and closely related languages should also be part of the preparation. Linguistics/French and Linguistics/Spanish require two years of a second language or one year each of two other languages.

**Linguistics/Philosophy:** One course in Introduction to Linguistics, two courses in Symbolic Logic, and two courses selected from: Western Philosophy, Introduction to Moral and Political Philosophy, Introduction to Philosophy of the Mind, or Skepticism and Rationality.

**Linguistics/Psychology:** One course in Introduction to Linguistics, one course in Introductory Psychology, one course in Psychological Statistics, one course in Research Methods in Psychology, and two years of one foreign language and one year of a second language.

**Mathematics:** Two years of Calculus for the major, one course in Introduction to Programming, one year of Calculus-based Physics, and two courses in General Chemistry for the major.

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**Microbiology and Molecular Genetics:** One year of Biology with lab for the major, one year of General Chemistry with lab for the major, one year of Calculus, and one year of Calculus based Physics. Recommended: two courses in Organic Chemistry with lab.

**Musicology:** Courses in Musicology, World Music Theory and Musicianship, Musical Cultures of the World, Music Performance Organizations, and Ethnomusicology and Systematic Performance Organizations.

**Near Eastern Studies:** One year of Arabic, Armenian, Hebrew, Persian, or Turkish, two years of French, German, Italian, Russian, or Spanish (you may substitute coursework in Computing and Statistics for European language). One course in Introduction to Near and Middle Eastern History, and four courses selected from: Introduction to Western Civilization, Introduction to Archaeology, Cultural Anthropology, Microeconomics, Macroeconomics, Cultural Geography, World Politics, Comparative Politics, or Introduction to Sociology.

**Philosophy:** One introductory course in Philosophy of the Mind or in Skepticism and Rationality, one course in Ethical Theory, one introductory course in Symbolic Logic, and one additional introductory Philosophy course (e.g., Contemporary Moral Issues, Western Philosophy, Philosophy of Religion, etc.).

**Physics:** Two years of Calculus, one and one-half to two years of Calculus-based Physics for the major, and one year of General Chemistry with lab for the major.

**Physiological Science:** One year of General Chemistry with lab for the major, one year of Calculus, one course in Cellular Biology, one year of Calculus-based Physics, two Organic Chemistry courses with lab, and one Introductory Statistics course.

**Political Science:** Four courses from Introduction to Political Theory, International Relations, Introduction to American Government/Politics, Comparative Politics, the Supreme Court, or Introduction to Public Organization and Policy.

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**Psychobiology:** One year of Biology with lab for the major, one year of Chemistry with lab for the major, one Introductory Psychology course, one Statistics course, one year of Calculus, one year of Organic Chemistry with lab, and one year of Calculus based Physics.

**Psychology:** One course in each of the following: Introductory Psychology, Physical Anthropology, Finite Mathematics (or seven and one-half quarter units of Calculus), Statistics, Biology with lab, Introductory Chemistry with lab, Introductory Physics with lab, and Introductory Philosophy.

*Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.*

**Religion, Study of:** Two courses in Introduction to History of Religions, and two courses selected from: Introduction to Buddhism, Cultural Anthropology, Western Civilization, Introduction to Asian Civilizations, Introduction to Civilizations of Africa, or History of China.

**Russian Studies:** Two years of Russian language, and one course in Introduction to Slavic Civilization.

**Sociology:** One course in Introduction to Sociology, one course in Statistics, one course in Finite Mathematics or Calculus, one course in Philosophy - Logic or Critical Reasoning, and one course selected from: Cultural Anthropology, Introductory Psychology, History of Western Civilization, American Government, Microeconomics, Macroeconomics, or Cultural Geography.

**Women's Studies:** One course in Introduction to Women's Studies.

**World Arts and Cultures:** one course in Cultural Anthropology, one course in Art History (Art of Africa, Oceania, and Native America; Pre-Columbian Art of the Americas; Art of India and Southeast Asia; or Introduction to Chinese Art, and one course in each of the following, as available: Survey of Dance in Selected Cultures, Movement as Cultural Behavior, Fundamentals of Sound and Music of the World, Introduction to Folklore, and Theater of non-European World.

## SCHOOL OF ENGINEERING AND APPLIED SCIENCE

The School of Engineering and Applied Science offers the following undergraduate majors: Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Science, Computer Science and Engineering, Electrical Engineering, Materials Engineering, and Mechanical Engineering.

To be considered for admission, you must have junior level standing (84 quarter/56 semester units), strong academic preparation with a competitive grade point average, and preparation for the majors as listed below. Consult your college counselor and the *UCLA General Catalog* for complete information and to determine equivalent coursework offered at the institution you are currently attending.

**Mathematics:** Eight quarter units of Analytic Geometry and Calculus, eight quarter units of Calculus of Several Variables, four quarter units of Matrices and Differential Equations, and four quarter units of Infinite Series (total of 24 quarter units minimum).

**Physics:** Calculus-based courses in Mechanics of Solids, Vibration, Wave Motion, Sound, Fluids, Heat, Kinetic Theory, Electricity, Magnetism, Electromagnetic Waves, and Light and Relativity with labs (total of 16 quarter units minimum). Physics courses in Electromagnetic Waves and in Light and Relativity are not required for the Computer Science degree.

**Chemistry:** Two quarters or two semesters of General Chemistry with lab (total of 10 quarter units minimum). Chemistry is not required for the Computer Science degree. Only one course in General Chemistry is required for the Computer Science and Engineering degree. One full year of General Chemistry with lab is required for the Chemical Engineering degree. Organic Chemistry is recommended for the Chemical Engineering degree.

**English:** One transferable course in English Composition (Expository Writing).

**Engineering courses:** Students with lower division Engineering course credits from California community colleges and other institutions may receive credit for certain Engineering core requirements. In addition, certain lower division technical courses such as Surveying, Engineering Drawing, Engineering Measurements, and Descriptive Geometry may be free electives, depending on the curriculum followed.

The following coursework is recommended: four units of computer programming using a higher-level language such as FORTRAN, PASCAL, or C; courses in Statics, Dynamics, Graphics and Descriptive Geometry, Surveying, Circuit Analysis, Properties of Materials, Strength of Materials, and additional coursework in Chemistry and Computer Science (total of 20 quarter units).

**Additional courses:** Courses in Humanities, Social Sciences, and Fine Arts (total of 16 quarter units). See specific major curricula for further information about core courses; Humanities, Social Sciences and Fine Arts electives; and free electives.

## SCHOOL OF THE ARTS & SCHOOL OF THEATER, FILM AND TELEVISION

The School of the Arts offers the following majors: Art, Dance, Ethnomusicology, Music, and World Arts and Cultures. The School of Theater, Film and Television offers majors in Theater and in Motion Picture/Television. Applicants to either School will be required to submit supplementary materials such as a questionnaire, portfolio, audition, or other evidence of creativity and preparation. You are strongly encouraged to complete either the Intersegmental General Education Transfer Curriculum (IGETC) or the general education requirements of the School to which you are applying. If you are applying to the Motion Picture/Television major, you *must complete* either the IGETC or the general education requirements for the School of Theater, Film and Television.

## SCHOOL OF NURSING

The Nursing major is open to junior and senior level applicants and second baccalaureates. Applicants must have a cumulative grade point average of 2.8 or better and have completed one course in each of the following: Sociocultural Anthropology, Biology of Organisms, Molecular and Cellular Biology, General Inorganic Chemistry, Introductory Organic Chemistry and Biochemistry with lab, English Composition, Humanities, Human Anatomy with lab, Introductory Microbiology or Bacteriology with lab, Introductory Physics, Introductory Psychology, Introductory Psychobiology, and Introductory Sociology.

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# ENGLISH PROFICIENCY

It is well established in the admissions community that some form of pre-arrival assessment of incoming international students' language proficiency is critical. This assessment allows admissions officers to predict if students will need further English language study on arrival or whether they will be able immediately to begin academic work at the baccalaureate, postbaccalaureate, or graduate level.

English language proficiency evaluation, however, should not replace the standard admissions evaluation of academic performance. English proficiency tests are not designed to predict academic success, although many institutions would like to use them for such purposes. Clear documentation of this is available in *English Language Testing in U.S. Colleges and Universities* and *Reviews of English Language Proficiency Test*. These books are recommended reading for admissions offices assessing the English language proficiency of non-native English speakers (see Appendix B).

## ■ Admissions Testing

### *Who Should Provide Standardized Test Scores and Why*

Most institutions require that all students, including non-native English speakers, provide evidence of appropriate competence in academic English. University brochures, catalogs, and other correspondence should clearly state the expected level of language competence and how students must demonstrate proficiency prior to or upon arrival. This may take the form of a standardized English proficiency test score, or demonstrated proficiency based on an international test or campus placement test (see Documents 10.1 and 10.2).

While standardized tests provide the most efficient measure of proficiency, they are not always necessary or sufficient. For example, if a student has completed secondary work overseas in a school whose medium of instruction is English, and if English is one of the primary languages used in the country for communication purposes, it may be superfluous to require a standardized test score. Students from countries previously colonized by the United States or Great Britain, such as Grenada, Jamaica, India, Nigeria, Ghana, and the Philippines may be speakers of what is termed an "institutionalized" variety of English, and standardized test scores may not be indicative of student proficiency. On the other hand, these students, like numerous native speakers of American English, may still need help in academic writing. Request a Test of Written English (TWE) score or ask these students to take the same campus placement test taken by native speakers of English.

At some institutions, because of legal considerations, permanent residents or U.S. citizens whose first language is not English may not be required to submit evidence of English language proficiency if their counterparts who are permanent residents or citizens whose first language is English are not required to do so. In consultation with campus legal counsel, it is appropriate to develop admissions criteria based on English proficiency level as opposed to country of citizenship (see Appendix B).

### *Conditional Admission*

If your institution has sufficient English language resources, such as an English as a Second Language (ESL) institute or a fulltime slate of ESL courses, you may want to consider conditional admission for students whose academic credentials are acceptable, but who lack required proficiency in English as measured by standardized tests.

Conditional admission offers students the opportunity to attend the institution for English language study only until the student meets the English requirements and can be admitted for academic study. In like manner, if student academic credentials are acceptable, but students do not have English test scores available, conditional admission for language study may be appropriate until the student provides proof of acceptable language proficiency. It is unethical and inadvisable to issue academic admission letters if sufficient English language documentation is not available.

Each institution should create appropriate admissions policies and procedures to meet its needs. Institutions that support an ESL institute (offering intensive English language programs and issuing separate language-only I-20s, see Chapter 9), may want to issue conditional admission letters which facilitates the institution's control over admission. In this way, students are admitted for academic study only after they provide proof of language proficiency. It may also be appropriate for institutions that support a semi-intensive English language program (16–20 hours of instruction per week) to issue conditional admission letters and language-only I-20s, since a sufficient fulltime program is available for students.

If an international applicant transferring from a U.S. or Canadian-based institution does not have recent standardized test scores and does not demonstrate English proficiency via previously completed coursework, an institution may issue a conditional admission letter. Admission to a regular academic program of study is then contingent on proficiency as demonstrated by the campus English placement test score. Students who do not score high enough are placed in an intensive or semi-intensive English program until the required level of English proficiency is demonstrated. Another option is to consider the student's application only when test scores are available or appropriate coursework is completed.

### Reevaluating English Proficiency on Arrival

There are several reasons to consider reevaluating student English language proficiency when the student arrives on campus. In some cases, students' proficiency level is higher than initially predicted because they studied more English since the initial submission of language assessment test scores. It is important for them to be placed into academic courses as soon as possible. In other cases, students may need more courses than originally planned because they did not study any English in the six to eight months since they submitted test scores. When students complete an English placement test on campus, it is possible to place them in the most appropriate language level and skill area.

### English Testing Programs

The two primary tests used in the United States to measure English language proficiency are the Test of English as a Foreign Language (TOEFL), and the Michigan English Language Assessment Battery (MELAB). The tests measure global English language proficiency and are divided into subsections measuring achievement in grammar, aural comprehension, reading comprehension, and vocabulary. Administration of each test takes approximately 2–3 hours.

Both tests are normed and possess appropriate levels of validity and reliability. Both are scored in a centralized place and the scores are sent to test takers and institutions requested by test takers. As the tests correlate highly with each other, it is unnecessary to require both a TOEFL and a MELAB score. Full interpretive information, including the strengths and weaknesses of each test and how to interpret and use the results, is available from the Educational Testing Service (ETS) and the University of Michigan (see Appendix A).

Additional standardized evaluations of written competence are available by reviewing scores on the composition section of the MELAB or the Test of Written English (TWE), administered through ETS and scheduled with the TOEFL on some test dates.

Standardized evaluations of oral competence are available through the Test of Spoken English (TSE), administered through ETS and often scheduled with the TOEFL. In addition, the Spoken Proficiency English Assessment Kit (SPEAK) test is frequently used in international teaching assistant programs. The test assesses whether the teaching assistant possesses a high enough level of oral proficiency in English to begin teaching or needs further work to improve intelligibility, and perhaps teaching skills and awareness of American classroom culture. SPEAK is no longer offered as a standardized test; however, institutions can order the kit through ETS. The kit includes practice scoring tapes, a training manual, student tests, tapes, and scoring sheets.

### Factors Affecting Choice of Test

Five factors affect the decision regarding which test and testing program to use for admissions: security, availability, schedule, content, and cost.

- **Security** is undoubtedly the most critical issue for admission decisions. It is essential that the reviewer of test results have complete confidence in the integrity of the test scores, be certain that no candidate had prior knowledge of any test question, and know that no one could have had a substitute take the test. Control of these variables requires frequent changes of test forms, and highly controlled distribution systems and test administration procedures.

- **Availability** refers to the number of places throughout the world a test is given. Some tests may not be administered more than once or twice a year in some locations and may not be accessible to all candidates.

- **Schedule** is the list of dates the test will be given. As with availability, the question is whether the test can be given, and when and where it is needed for one's admission process.

- **Content** refers to the sections of the test itself and how many of the four aspects of language they test. All four aspects—speaking, listening, reading/vocabulary, and writing (grammar is considered as being included in the four skills)—are important to some degree in the ability of the student to function well and contribute to the academic learning environment. ESL program administrators confirm that the most important section is written composition. It will more completely and accurately identify specific weaknesses than will any other section or sections combined. This would be especially important when considering placement after arrival on campus.

- **Cost** appears self-evident; however, in some cases the cost of testing can be an economic hardship, perhaps even an impossibility, for students and their families. Some countries restrict the amount of foreign currency exchange per year. Therefore, students paying an application fee or sitting for the SAT may not be able to obtain more foreign currency exchange to take an English proficiency exam such as TOEFL until the next year (see Conditional Admission section of this chapter).

## Specific Admissions Tests

### Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language is one of the most widely used exams around the world to assess English language proficiency. Students register for a particular TOEFL administration at least one month prior to the test date. Final scores are reported six to eight weeks after the test date. Candidates and sponsoring organizations should plan carefully to ensure test results are available by admissions deadlines. Individuals with visual, aural, or other motor impairments can request to take the test under nonstandard conditions; however, the TOEFL office prefers that institutions use other means than the TOEFL to measure English language proficiency for these students.

**The Institutional TOEFL**

In addition to the standard TOEFL test, there is also an institutional TOEFL which can be administered by an institution on dates of their choice. These tests may be scored solely by ETS or by ETS and the institution. An advantage of having both ETS and the institution score the tests is that students can receive results immediately. In either case, standard security measures remain in place for registration, administration, and scoring, although the institution administering the tests is in charge of the security. If the test is scored by ETS, the scores will be sent to the office administering the test within about four weeks. Scores are not sent to test takers and will not be sent to other schools, as these scores are not intended for interinstitutional purposes. Institutions with TOEFL requirements for academic admission may want to administer these tests once per quarter or semester, usually about halfway through the term.

Carefully examine the three part scores—listening, grammar/structure, reading—as well as the overall score. A student may be strong in grammar, but weak in listening. If there is a wide discrepancy in skills, an institution may want to offer conditional admission until the student makes up deficiencies in a particular skill by taking the requisite ESL course (see Document 10.3).

## TOEFL Score Interpretation

Interpretation of TOEFL test scores varies from institution to institution. Those institutions that do not have English language support programs tend to require scores of 550 or higher. Frequently, different departments in a single institution have different scores required for graduate admission. For example, disciplines such as English, linguistics, or history, requiring high proficiency in English may require scores of 600 or higher, while more quantitative disciplines such as computer science or engineering may require a 550. Institutions with supplemental or intensive English language capabilities may conditionally admit students with lower scores, 420–525 for example, but require additional English language instruction with TOEFL or MELAB exit scores or a formal release from the ESL program before allowing students to enroll in fulltime academic programs.

While there is a wide range of TOEFL admission scores required in U.S. institutions of higher education, two generalizations may be made: few if any users admit students to fulltime academic or credit programs with TOEFL scores below 500; and few if any users require students with TOEFL scores of 600 or higher to enroll in additional language classes in English.

Generally, scores more than two years old are not accepted for admissions purposes as language proficiency can change dramatically during periods longer than two years. However, when students have been taking academic courses that require some measure of writing (excluding for example mathematics and computer science courses) and it is clear that their language proficiency has improved, admissions offices should consider using the TOEFL score for baseline admissions decisions and then request further documentation of language proficiency. The following are recommendations regarding institutional placement policies as interpreted at Portland State University:

***Portland State University***
**Institutional Placement Policies**

| Conservative | Actual Score | Moderate |
|---|---|---|
| Begin academic work with no restrictions at undergraduate | 550–600 | Begin academic work with no restrictions at the graduate level |
| Begin academic work with initial limitation on academic load and with some supplementary instruction in English | 500–550 | Begin academic work with some limitation on types of academic courses or total credit load; no supplementary English |
| Fulltime English language program | 450–499 | One academic course not requiring a great deal of writing; all other units in ESL |
| Fulltime English language program | 420–450 | Full-time English program language program |

*(Source: Kim Brown, Portland State University)*

## *Michigan English Language Assessment Battery (MELAB)*

The Michigan English Language Assessment Battery is another test administered around the world and measures English language proficiency in composition, listening, grammar, vocabulary, reading, and if desired, oral proficiency. It is a recognized, viable alternative to the TOEFL.

Testing sites are available throughout the world, and like the TOEFL, it is also available for individual institutions to administer. The test may be scored unofficially at the institution, but is officially scored at the University of Michigan. The test is scaled on 100 points (see MELAB samples, Document 10.4). Both part scores and final score should be considered in admissions assessments. At the University of Michigan, the following guidelines are used:

- Undergraduate admission: minimum acceptable MELAB final scores are in the 80–85 range with no part score below 80.

- Graduate admission for biological and physical sciences and engineering: minimum of 80.
- Graduate admission for humanities, social sciences, and the arts: minimum of 85.

### American Language Institute/ Georgetown University English Proficiency Test (ALIGU)

The American Language Institute/Georgetown University English Proficiency Test was developed by the American Language Institute for the exclusive use of the Agency for International Development (AID). It is administered only to AID participants overseas and in the United States only at the American Language Institute at Georgetown. Because most AID participants also have taken the TOEFL, it is unlikely that your office will receive ALIGU scores. Should questions arise about the interpretation of scores, contact the AID Office of International Training (see Appendix A).

### Test of Written English (TWE)

The Test of Written English is the essay portion of TOEFL which requires students to respond to a brief question or topic. The writing tasks presented in TWE topics have been identified by research as typical of those required for college and university coursework. The exam calls for students to plan, organize, and write their essays in 30 minutes. The test provides a sense of writing ability and may be used for undergraduate, graduate, and post-baccalaureate students.

Six levels of writing proficiency are reported for the TWE: a score of 6 indicates that the student has demonstrated clear competence in writing and a score of 1 indicates that the student is not a competent writer. As with the TOEFL, scores more than two years old will not be released by ETS.

### Test of Spoken English (TSE)

The Test of Spoken English is used to evaluate the speaking proficiency of graduate students who use spoken English extensively as teaching assistants, in seminars, or in other academic situations. The TSE is also used by organizations that license or certify individuals in certain health-related professions.

During a testing period of approximately thirty minutes, TSE examinees demonstrate their ability to speak English by answering a variety of questions presented in printed and recorded form. Test questions move from those requiring controlled, structured responses to those allowing open-ended, free-form responses. All answers to the test questions are recorded on tape; no writing is required. The examination is administered at TOEFL test centers throughout the world under strictly controlled testing procedures. All response tapes are individually rated by ETS, and the scores reflect overall comprehensibility and specific linguistic abilities (pronunciation, grammar, and fluency).

### Spoken Proficiency English Assessment (SPEAK)

SPEAK can be used as an in-house placement test for international teaching assistant applicants. Based on a 300 point scale, cutoffs vary widely from institution to institution (see Documents 10.5-10.7). Numerous institutions have English language courses designed to help international teaching assistants develop their language and teaching skills before entering the classroom. Because university policy is typically set outside English language programs and because admissions officers are frequently consulted for input on policy articulation, SPEAK cutoff scores from the University of Minnesota and the University of Oregon are included below. These should be considered guidelines only.

***University of Minnesota* SPEAK Cutoff Scores: Teaching Assistants English Program**

| | |
|---|---|
| 270–300 | Exempt from TA English Program; may assume teaching duties in his or her own department |
| 230–260 | Recommended but not required to enroll in the TA English Program |
| 160–220 | Required to enroll in the TA English Program[§] |
| 0–150 | Required to enroll in the TA English Program; may need to take more than one quarter of training |

---

[§] *"International Teaching Assistants scoring at this level are recommended to continue the program after they have finished one quarter of training based on their end of quarter performance on the ITA test." (Personal communication, Dr. Jan Smith, University of Minnesota)*

## University of Oregon Sample Cutoff Scores and Policy

At the University of Oregon, Graduate teaching fellows whose first language is not English must take the TSE or the SPEAK test and are informed in the letters of offer sent by each academic hiring department. Graduate Teaching Fellows are under union contract; therefore the Graduate School tells the department how to write the information.

The paragraph reads, "Non-native speakers of English who accept graduate teaching fellowships (GTFs) for a teaching related position must submit a score for the TSE or SPEAK test to the Graduate School. Individuals scoring below 230 on either of these tests will be required to attend language support classes (at no additional charge to the student) and may be subject to limitations on the kinds of activities they may carry out as GTFs. The TSE is available at many TOEFL testing sites. If a TSE score is not submitted to the Graduate School in advance of arrival on campus, you must take the SPEAK test at the University of Oregon prior to the first term of appointment. The cost of the SPEAK test is $35.00."

If the institution has any reason to doubt the validity of submitted standardized test scores, a student's proficiency can be confirmed by taking the on-campus placement test.

## *Campus Placement Tests*

Retired forms of the Michigan Test of English Language Proficiency (MTELP) and the Michigan Test of Aural Comprehension (MTAC) can be used for institutional placement testing. Sometimes the institutional TOEFL is used for this purpose as well, although it is more frequently administered at the end of an intensive program to give students a concrete sense of how their proficiency level compares to that of incoming students.

Alderson, Krahnke, and Stansfield (1986) urge against using retired Michigan forms for placement purposes suggesting that their security may have been compromised, language teaching methodologies have changed since the test was first introduced in 1969, and the test may not measure what students learn over a period of a quarter or semester in a language class (see Appendix B). As such, it should not be used for both initial placement and then end-of-term placement. The test appears to be reasonable for initial assessment, but end-of-term assessments should be more closely tied to what students have actually been studying.

A reason to consider using these retired forms is that most ESL instructors are familiar with them and are able to link test results to recommendations for academic and language study in their own institutions. To put it bluntly, although many individuals feel these tests have outlived their usefulness, for perhaps somewhat nostalgic reasons and for familiarity reasons, they continue to be a popular in-house placement battery for many institutions. (Note: These tests should never be accepted in place of the secure MELAB version nor in place of an official TOEFL score for admissions purposes.)

A rough conversion scale used at Portland State University for placement purposes only in a four level, multiple skills ESL program is:

***Portland State University***
**TOEFL-MTELP Conversion Scale**

| | TOEFL | MTELP |
|---|---|---|
| Level 1 (advanced beginning) | 400–425 | 38–48 |
| Level 2 (low intermediate) | 426–450 | 49–64 |
| Level 3 (high intermediate) | 451–480 | 65–75 |
| Level 4 (advanced) | 481–525 | 75–85 |

The Comprehensive English Language Test (CELT) is another English proficiency test used by a number of colleges and universities for local testing and placement. When combined with a writing sample and an interview, CELT provides a good standard measure of English ability.

The test has three sections and testing time is about 120 minutes. In some programs, only the listening comprehension portion of the test is administered. Security of the test materials is the responsibility of the local institution. Scoring is done locally with separate scores given for the three sections and a total score which is the sum of the three separate scores. Users develop their own score interpretations, but in general, scores above 220 are considered satisfactory, whereas scores below 180 are indicate the need for fulltime English instruction.

If only the listening portion is used, part score percentages may be regarded much as the MTAC. A score of 80 or higher indicates the test taker may be able to successfully process academic lectures in certain fields, particularly those in mathematics, computer science, and engineering.

Another type of in-house placement test is an individual computer-generated test of all skill areas in which items are generated to respond exactly to student threshold language ability. Brigham Young University developed such a test. Address inquiries to the Brigham Young English Language Center.

Finally, the last type of in-house placement battery is one which has been designed by an individual school and only for that school. Admissions officers may want to contact individuals in particular programs to see if such tests are administered. A disadvantage of this type of test is that is has not been normed or validated for a wide population. On the other hand, it may correspond closest to an institution's need for such a test. The University of Kansas designed its own in-house test battery. Direct inquiries to the University of Kansas Applied English Center.

## ■ Students with Special Needs

It is important for institutions to extend any appropriate assistance for incoming international students with special needs whether in relation to accepting alternative evaluations of English language proficiency for admissions purposes or in providing alternative in-house assessments of proficiency upon arrival.

INFORMATION FOR PROSPECTIVE STUDENTS

## UNIVERSITY OF KANSAS
## ENGLISH LANGUAGE REQUIREMENTS

All students from abroad and all students whose first language is not English must visit the University's Applied English Center (AEC) when they arrive at the university. Your English proficiency will be evaluated when you arrive, and you may be required to take non-credit courses in English as a second language. Visit the AEC on your first weekday in Lawrence.

1. **If you are a native speaker of English from the United Kingdom, Australia, New Zealand, Ireland, or English-speaking provinces in Canada,** you will be given a waiver of courses in English as a second language.
2. **If you have a B.A., B.S., M.A., or M.S. degree** from an accredited U.S. college or university or a college or university in one of the countries listed in section 1 (with instruction conducted in English), you will be interviewed at the AEC to determine if your listening and speaking skills are strong. At your interview, if you are able to converse fluently in English about a variety of ideas, you will be given a **waiver.** This means that you will be excused from the University's English language test, and you will be allowed to enroll full-time in University courses. [The School of Engineering and several other departments have special English requirements. Check with your department or the AEC.]
3. **If you have a recent TOEFL score of 570 or higher,** with each part score 57 or higher, and a score of 5 or higher on the Test of Written English if offered, you will be interviewed at the AEC to determine if your listening and speaking skills are strong. At your interview, if you are able to converse fluently in English about a variety of ideas, you will be given a **waiver.** This means that you will be excused from the University's English language test, and you will be allowed to enroll full-time in University courses. [New graduate students: Several departments require a TOEFL score of 600. Check with your department or the AEC.]
4. **If you do not have a recent TOEFL score of 570 or higher,** with each part score 57 or higher, and a score of 5 or higher on the Test of Written English if offered, or if you cannot converse fluently, you will be required to take the University's four-hour English language test. [Some departments require a TOEFL score of 600. All new graduate students in Political Science and Public Administration are required to take the University's test. Check with your department or the AEC.] The test will determine whether or not you can understand University lectures in English, read academic material quickly with good comprehension, write correct English sentences, and write an acceptable English essay in 50 minutes without using a dictionary. English courses taken in high school, college, or university will not excuse you from the test.
5. **If you pass the English language test,** you may enroll full-time in University academic courses. A passing score on the AEC proficiency test is roughly equivalent to a 570 on the TOEFL and a 5 on the Test of Written English.
6. **If you do not pass the English language test,** you will be required to enroll in one or more non-credit English language courses at the AEC. If some of your test scores are high, you will also be permitted to enroll in one or more University academic courses as well.

If you do not have a TOEFL score of 570 or higher, with each part score 57 or higher, and a score of 5 or higher on the Test of Written English, or cannot converse fluently about a variety of ideas, it is likely that you will need to take one or more courses in English as a second language at the University. In that case, you should plan to spend one or more extra semesters at the University in addition to the time required for your academic degree, in order to meet the University's English language standards.

## QUESTIONS AND ANSWERS

**Why is my English proficiency important at the University of Kansas?**

The University of Kansas is a prestigious university with very high standards. It is impossible for students to meet those standards without very good control of English. The university does not accept students in academic classes if they cannot understand and use English well, because such students would not succeed in courses or would slow instruction.

**When should I go to the Applied English Center (AEC)?**

You should visit the AEC office on your first weekday in Lawrence.

**Where is the AEC?**

The AEC is on the second floor of Lippincott Hall. The room number is 204. Lippincott Hall is on Jayhawk Boulevard, the main street of the University of Kansas campus. It is near the Kansas Union and across the street from Fraser Hall, the tall building with flags on top.

**What will happen when I go to the AEC?**

When you enter the office (204 Lippincott), you will see a receptionist. Tell this person that you are a new student. He or she will help you register for the proficiency test or for a waiver interview.

**I have been admitted to the College of Liberal Arts and Sciences as an undergraduate. Will I need to take AEC courses?**

Approximately 50-60% of all new undergraduate international students are required to take one or more courses at the AEC. Read sections 1-6 above.

Document 10.1a. Sample English Language Requirements Documents
*University of Kansas*

**I have been admitted to the graduate school. Do I need to take any AEC courses?**
You need to visit the AEC office to have your TOEFL scores evaluated. Read sections 1-6 above.

**What is the proficiency test like?**

The test has four parts.

Part I, English Structure: This tests your knowledge and use of English grammar. You must fill in the blank in sentence B so that it has about the same meaning as sentence A. Example:

A. She runs faster than anyone else in school.
B. She is ____________________ runner in school.

You should write "the fastest" in the blank in sentence B. There are 40 items and you have 30 minutes to finish.

Part II, Writing: You will have 50 minutes to write a composition on a topic given to you. Your score will depend on your ability to write fluently and coherently, on the range and appropriateness of your vocabulary, and on the correctness of your grammar.

Part III, Listening Comprehension: You will hear a recorded voice. For each item, you must choose an appropriate answer. There are 75 items in this part of the test, and it takes 25 minutes.

Part IV, Reading Comprehension and Vocabulary: You will read five passages (average length: 200 words). Following each passage there are multiple-choice questions of two types: comprehension and vocabulary. There are 50 questions on the test, and you will have 60 minutes to finish.

You can get sample questions at the AEC Office.

**If I do not pass the test, how long will I need to take AEC courses?**
This depends on your current skill in using English, your ability to learn English, and your willingness to study hard. Some students are required to take only one or two AEC courses and can finish their AEC work in one semester. On the other hand, students who arrive at the University with a TOEFL score of 400 will often spend one or two semesters as a full-time student in AEC courses (four English classes a day), and then two or more semesters as a part-time AEC student (one to three English classes a day).

**Can I take AEC courses and regular University courses at the same time?**
Students who are taking four AEC courses are not permitted to take University courses at the same time, but students who are taking fewer than four AEC courses may enroll in one or more University courses, with the permission of the AEC.

**How many levels of instruction are there in the AEC program?**
There are five broad levels: Elementary, Intermediate, High Intermediate, Advanced I, and Advanced II.

**Do I have to study at every level?**
Not necessarily. Your English language test scores will determine your starting level. The typical student progresses one level each semester, but some students who have a good aptitude for language learning and study hard may skip a level.

**How much work is required in the AEC courses?**
For each hour of class, you will have about one hour of homework per day. Successful language learning requires practice and review. Courses at the AEC encourage the active use of English and therefore, all of your AEC courses will require written assignments and outside reading. Some long-term projects such as group debates or research papers may require several weeks of preparation.

**Will I receive academic credit for my AEC courses?**
No, you won't. Your grades for these courses will appear on your University transcripts, but all courses at the AEC are non-credit courses. They will not be counted as part of the grade point average or for any degree.

**I have been admitted to the graduate school. When can I apply for a graduate teaching assistantship?**
After you have satisfied the University's general requirements for English, you must also show evidence of proficient speaking with a score of 240 on the Test of Spoken English (TSE) or on the SPEAK test, if you want to apply for a teaching assistantship.

If you are overseas, you will need to submit a TSE score of at least 240 to your department. If you cannot take the TSE in your country, you can take the SPEAK test when you arrive at the University. If you do not pass and your score is between 200 and 230, you will probably need to take at least one English course before you will be eligible to teach. If your TSE score is 190 or lower, you will probably need at least two semesters of English courses before you will be eligible to teach.

If you are in the U.S., you can take the TSE at one of the testing sites listed in the ETS/TOEFL brochure. You can take the SPEAK test at the University of Kansas. Call the Applied English Center (913-864-4606) to make arrangements.

11/20/92

Document 10.1b.

IF YOU HAVE TAKEN THE APPLIED ENGLISH CENTER PROFICIENCY EXAM, YOU ARE NOT ELIGIBLE FOR A WAIVER.
HAVE YOU EVER TAKEN THE AEC PROFICIENCY EXAM? YES_______ NO_______

You must show us your passport before you will be interviewed for a waiver.

## APPLIED ENGLISH CENTER

## APPLICATION FOR PROFICIENCY EXAM WAIVER

INTERNATIONAL STUDENTS ENTERING THE UNIVERSITY OF KANSAS MUST TAKE AN EXAM IN ENGLISH PROFICIENCY GIVEN BY THE APPLIED ENGLISH CENTER. TO BE EXCUSED FROM THE EXAM, A STUDENT MUST HAVE AN INTERVIEW BASED ONLY ON ONE OR MORE OF THE CATEGORIES BELOW. PLEASE FILL OUT THE FOLLOWING INFORMATION WHICH PERTAINS TO YOU PRIOR TO THE INTERVIEW. HAVE YOU TAKEN THE AEC PROFICIENCY EXAM? ______

NAME ______________________________________________
LAST-FAMILY FIRST-GIVEN

KUID ____________________ UNDERGRADUATE ☐ GRADUATE ☐

MA LEVEL ☐
PHD LEVEL ☐

NATIVE COUNTRY ____________________ ACADEMIC DEPARTMENT

NATIVE LANGUAGE ____________________ ____________________

☐ NATIVE SPEAKER OF ENGLISH AND RESIDENT OF UNITED STATES, GREAT BRITAIN, IRELAND, AUSTRALIA, NEW ZEALAND, OR ENGLISH-SPEAKING PROVINCES OF CANADA.

☐ THOSE WHO HAVE EARNED A BACHELOR'S OR MASTER'S DEGREE FROM A COLLEGE OR UNIVERSITY IN THE U.S.A., GREAT BRITAIN, AUSTRALIA, NEW ZEALAND, IRELAND, OR AN ENGLISH-MEDIUM CANADIAN INSTITUTION (AN OFFICIAL TRANSCRIPT IS REQUIRED OR AN ORIGINAL DIPLOMA).

______________________________________________
NAME OF COLLEGE/UNIVERSITY DEGREE DATE

☐ STUDENTS WHO HAVE ACHIEVED 570 ON A TOEFL EXAM WITHIN THE LAST 2 YEARS WITH NO PART SCORES LOWER THAN 57. (AN OFFICIAL COPY OF TOEFL SCORES IS REQUIRED)

______________________________________________
TOEFL SCORE TEST DATE PLACE OF TEST

PART SCORES ____________ ____________ ____________
LISTENING COMPREHENSION GRAMMAR AND WRITTEN EXPRESSION READING AND VOCABULARY

.................................................................................................

FOR OFFICE USE TEST OF WRITTEN ENGLISH SCORE ________

REMARKS

INTERVIEWED BY ______________________________ DATE ________________

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# THE UNIVERSITY OF KANSAS
# APPLIED ENGLISH CENTER

## WAIVER

Name ______________________________________________
Last-Family First-Given

KUID# ____________________ ☐ undergraduate Academic Department:

Native Country ____________________ ☐ graduate ____________________

This is to certify that the above student has been granted a waiver from the English Proficiency Examination administered by the Applied English Center on the basis of the following:

☐ Native speaker of English and resident of English-speaking area.

☐ Bachelor's/master's degree from an American, British, Australian, or English-speaking Canadian college or university (A COPY OF THE DIPLOMA OR AN OFFICIAL TRANSCRIPT IS REQUIRED).

______________________________________________
Name of college/university Degree Date

☐ TOEFL score of 570 or higher (AN OFFICIAL COPY OF TOEFL SCORES IS REQUIRED).

______________________________________________
TOEFL score Test date Place of test

Part scores: ____________ Listening Comprehension ____________ Grammar and Written Expression ____________ Reading and Vocabulary

Sample

____________________
Date

Not valid without
AEC seal

Document 10.1d.

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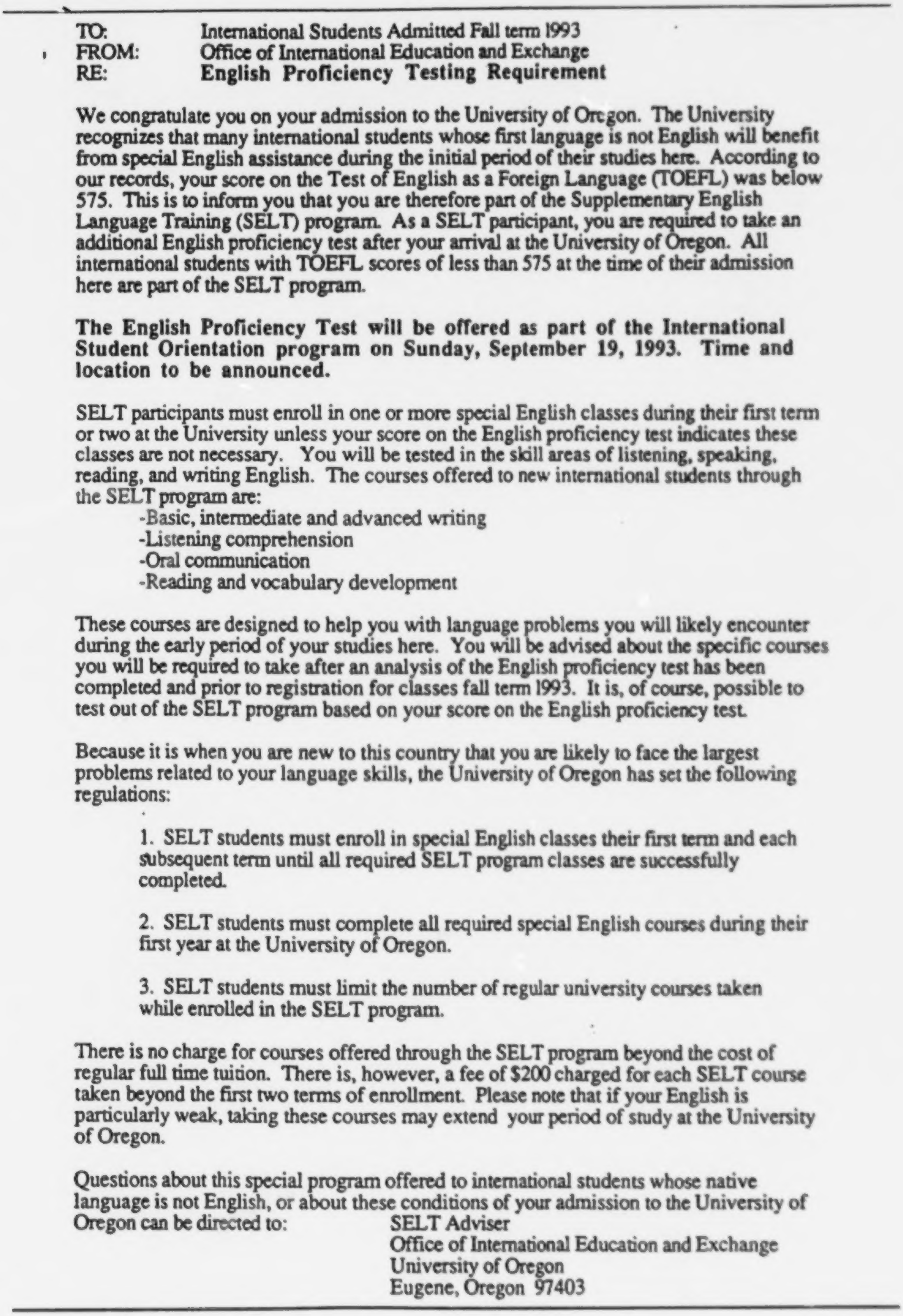


TO: International Students Admitted Fall term 1993
FROM: Office of International Education and Exchange
RE: **English Proficiency Testing Requirement**

We congratulate you on your admission to the University of Oregon. The University recognizes that many international students whose first language is not English will benefit from special English assistance during the initial period of their studies here. According to our records, your score on the Test of English as a Foreign Language (TOEFL) was below 575. This is to inform you that you are therefore part of the Supplementary English Language Training (SELT) program. As a SELT participant, you are required to take an additional English proficiency test after your arrival at the University of Oregon. All international students with TOEFL scores of less than 575 at the time of their admission here are part of the SELT program.

**The English Proficiency Test will be offered as part of the International Student Orientation program on Sunday, September 19, 1993. Time and location to be announced.**

SELT participants must enroll in one or more special English classes during their first term or two at the University unless your score on the English proficiency test indicates these classes are not necessary. You will be tested in the skill areas of listening, speaking, reading, and writing English. The courses offered to new international students through the SELT program are:

- Basic, intermediate and advanced writing
- Listening comprehension
- Oral communication
- Reading and vocabulary development

These courses are designed to help you with language problems you will likely encounter during the early period of your studies here. You will be advised about the specific courses you will be required to take after an analysis of the English proficiency test has been completed and prior to registration for classes fall term 1993. It is, of course, possible to test out of the SELT program based on your score on the English proficiency test.

Because it is when you are new to this country that you are likely to face the largest problems related to your language skills, the University of Oregon has set the following regulations:

1. SELT students must enroll in special English classes their first term and each subsequent term until all required SELT program classes are successfully completed.

2. SELT students must complete all required special English courses during their first year at the University of Oregon.

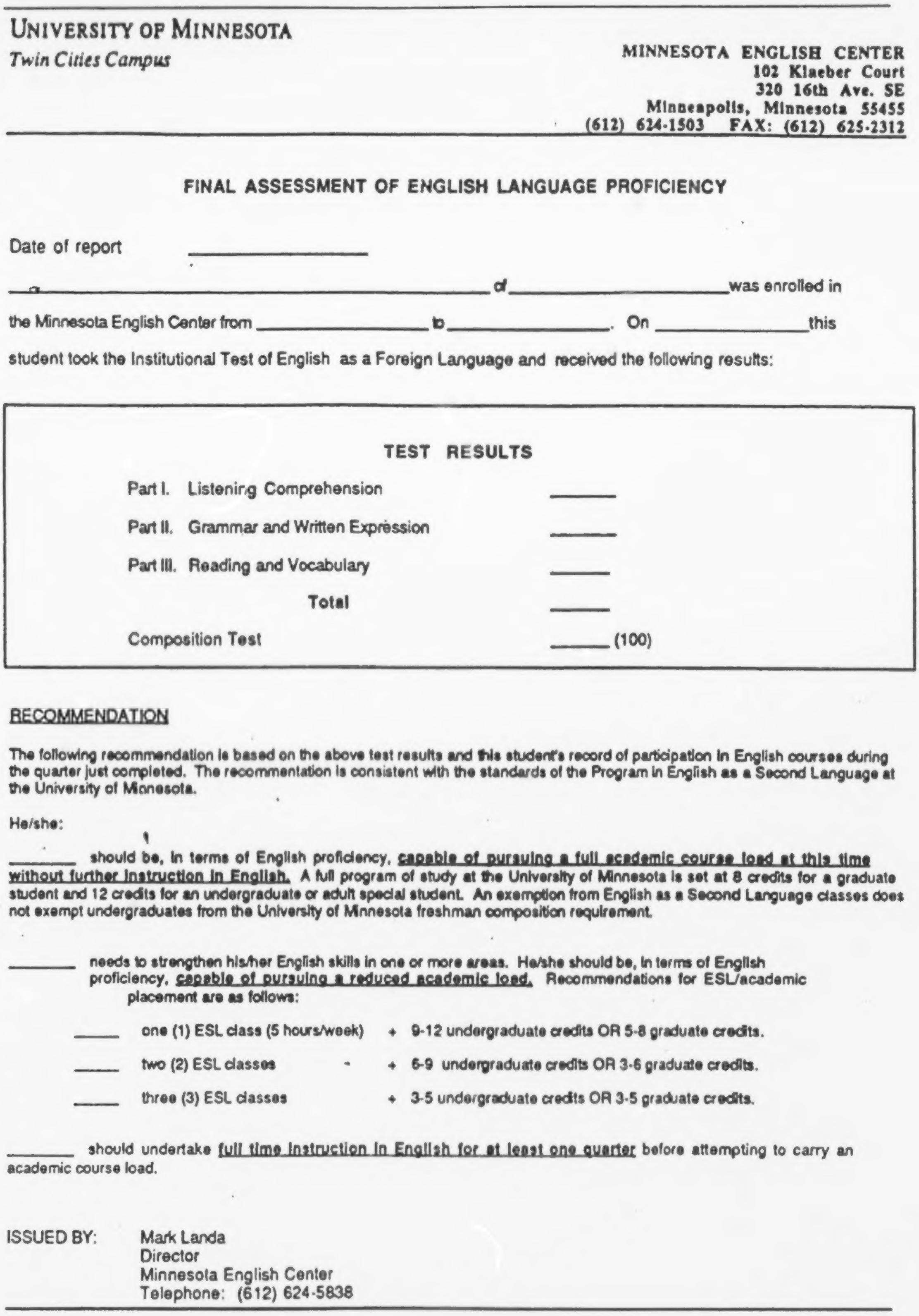
3. SELT students must limit the number of regular university courses taken while enrolled in the SELT program.

There is no charge for courses offered through the SELT program beyond the cost of regular full time tuition. There is, however, a fee of $200 charged for each SELT course taken beyond the first two terms of enrollment. Please note that if your English is particularly weak, taking these courses may extend your period of study at the University of Oregon.

Questions about this special program offered to international students whose native language is not English, or about these conditions of your admission to the University of Oregon can be directed to:

SELT Adviser
Office of International Education and Exchange
University of Oregon
Eugene, Oregon 97403

Document 10.2. Sample English Proficiency Testing Requirement
*University of Oregon*



**UNIVERSITY OF MINNESOTA**
*Twin Cities Campus*

**MINNESOTA ENGLISH CENTER**
**102 Klaeber Court**
**320 16th Ave. SE**
**Minneapolis, Minnesota 55455**
**(612) 624-1503 FAX: (612) 625-2312**

## FINAL ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

Date of report ____________

______________________________ of ______________ was enrolled in

the Minnesota English Center from ____________ to ____________. On ____________ this

student took the Institutional Test of English as a Foreign Language and received the following results:

### TEST RESULTS

Part I. Listening Comprehension ______

Part II. Grammar and Written Expression ______

Part III. Reading and Vocabulary ______

**Total** ______

Composition Test ______ (100)

RECOMMENDATION

The following recommendation is based on the above test results and this student's record of participation in English courses during the quarter just completed. The recommentation is consistent with the standards of the Program in English as a Second Language at the University of Minnesota.

He/she:

______ should be, in terms of English proficiency, capable of pursuing a full academic course load at this time without further instruction in English. A full program of study at the University of Minnesota is set at 8 credits for a graduate student and 12 credits for an undergraduate or adult special student. An exemption from English as a Second Language classes does not exempt undergraduates from the University of Minnesota freshman composition requirement.

______ needs to strengthen his/her English skills in one or more areas. He/she should be, in terms of English proficiency, capable of pursuing a reduced academic load. Recommendations for ESL/academic placement are as follows:

- ____ one (1) ESL class (5 hours/week) + 9-12 undergraduate credits OR 5-8 graduate credits.
- ____ two (2) ESL classes + 6-9 undergraduate credits OR 3-6 graduate credits.
- ____ three (3) ESL classes + 3-5 undergraduate credits OR 3-5 graduate credits.

______ should undertake full time instruction in English for at least one quarter before attempting to carry an academic course load.

ISSUED BY: Mark Landa
Director
Minnesota English Center
Telephone: (612) 624-5838

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Document 10.3. Sample Assessment of English Language Proficiency
*University of Minnesota*

SPEAK

## Rating and Score Summary Sheet

Each diagnostic area is rated on a 0-3 scale.

Examinee's Number ____ Rater's Name ____ Date ____

### SECTION 2 ■ Reading Aloud

| | | |
|---|---|---|
| Pronunciation | ☐ | 2P |
| Fluency | ☐ | 2F |
| Comprehensibility | ☐ | 2C |

### SECTION 3 ■ Sentence Completion

| | Grammar | Comprehensibility |
|---|---|---|
| 1. | ____ | ____ |
| 2. | ____ | ____ |
| 3. | ____ | ____ |
| 4. | ____ | ____ |
| 5. | ____ | ____ |
| 6. | ____ | ____ |
| 7. | ____ | ____ |
| 8. | ____ | ____ |
| 9. | ____ | ____ |
| 10. | ____ | ____ |
| Total | ____ | ____ |
| Average | ☐ 3G | ☐ 3C |

### SECTION 4 ■ Picture Sequence

| | | |
|---|---|---|
| Pronunciation | ☐ | 4P |
| Fluency | ☐ | 4F |
| Comprehensibility | ☐ | 4C |

### SECTION 5 ■ Single Picture

| | Pronunciation | Grammar | Fluency | Comprehensibility |
|---|---|---|---|---|
| 1. | ____ | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ | ____ |
| Total | ____ | ____ | ____ | ____ |
| Average | ☐ 5P | ☐ 5G | ☐ 5F | ☐ 5C |

### SECTION 6 ■ Free Response Questions

| | Pronunciation | Fluency | Comprehensibility |
|---|---|---|---|
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| Total | ____ | ____ | ____ |
| Average | ☐ 6P | ☐ 6F | ☐ 6C |

### SECTION 7 ■ Schedule

| | | |
|---|---|---|
| Pronunciation | ☐ | 7P |
| Fluency | ☐ | 7F |
| Comprehensibility | ☐ | 7C |

### Rater's Comments

____

____

____

### SCORE SUMMARY

| | Pronunciation | Grammar | Fluency | Comprehensibility |
|---|---|---|---|---|
| Section: 2 | 2P____ | | 2F____ | 2C____ |
| 3 | | 3G____ | | 3C____ |
| 4 | 4P____ | | 4F____ | 4C____ |
| 5 | 5P____ | 5G____ | 5F____ | 5C____ |
| 6 | 6P____ | | 6F____ | 6C____ |
| 7 | 7P____ | | 7F____ | 7C____ |
| TOTAL | ____ | ____ | ____ | ____ |
| AVERAGE | ____ | ____ | ____ | ____ |
| | | | | × 100 ____ |
| ROUNDED SCORE | ____ | ____ | ____ | ____ |

Document 10.4a. SPEAK Rating and Score Summary Sheet

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## Overall Comprehensibility

| | |
|---|---|
| 0 - 90 | Overall comprehensibility too low in even the simplest type of speech. |
| 100 - 140 | Generally not comprehensible because of frequent pauses and/or rephrasing, pronunciation errors, limited grasp of vocabulary, and lack of grammatical control. |
| 150 - 190 | Generally comprehensible but with frequent errors in pronunciation, grammar, choice of vocabulary items, and with some pauses or rephrasing. |
| 200 - 240 | Generally comprehensible with some errors in pronunciation, grammar, choice of vocabulary items, or with pauses or occasional rephrasing. |
| 250 - 300 | Completely comprehensible in normal speech, with occasional grammatical or pronunciation errors in very colloquial phrases. |

## Pronunciation

0.0 - 0.4 -- Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.

0.5 - 1.4 -- Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.

1.5 - 2.4 -- Some consistent phonemic errors and foreign stress and intonation patterns but speaker is intelligible.

2.5 - 3.0 -- Occasional nonnative pronunciation errors but speaker is always intelligible.

## Grammar

0.0 - 0.4 -- Virtually no grammatical or syntactical control except in simple stock phrases.

0.5 - 1.4 -- Some control of basic grammatical constructions but with major and/or repeated errors that interfere with intelligibility.

1.5 - 2.4 -- Generally good control in all constructions with grammatical errors that do not interfere with overall intelligibility.

2.5 - 3.0 -- Sporadic minor grammatical errors that could be made inadvertently by native speakers.

---

## Fluency

0.0 - 0.4 -- Speech is so halting and fragmentary or has such a nonnative flow that intelligibility is virtually impossible.

0.5 - 1.4 -- Numerous nonnative pauses and/or a nonnative flow that interferes with intelligibility.

1.5 - 2.4 -- Some nonnative pauses that do not interfere with intelligibility.

2.5 - 3.0 -- Speech is smooth and effortless, closely approximating that of a native speaker.

There are no passing or failing scores for this test. Each institution must determine which scores reflect acceptable English speaking proficiency skills for its own purposes. SPEAK scores are for use ONLY by the institution administering the test; they may not under any circumstances be reported to other institutions. All SPEAK examinees, as well as the administering institution, must be aware that SPEAK scores are not official TSE scores and cannot be reported as such for any reason whatsoever.

The establishment of rigid cut-off scores for the SPEAK test is not recommended. Furthermore, all score users should keep in mind that the test does not measure such things as examinees' scholastic aptitude or motivation; hence in certain types of decision making, other available information should be considered along with an examinee's performance on the test. Information about the use of scores for this test, including procedures for setting standards, and general information about the validity and reliability of the TSE test are included in the TSE Manual for Score Users. Copies of the Manual are available from the TSE Program Office, P.O. Box 6157, Princeton, NJ 08541-6157, USA.

Document 10.4b.

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## MELAB COMPOSITION DESCRIPTIONS

97
Topic is richly and fully developed. Flexible use of a wide range of syntactic (sentence level) structures, accurate morphological (word forms) control. Organization is appropriate and effective, and there is excellent control of connection. There is a wide range of appropriately used vocabulary. Spelling and punctuation appear error free.

93
Topic is fully and complexly developed. Flexible use of a wide range of syntactic structures. Morphological control is nearly always accurate. Organization is well controlled and appropriate to the material, and the writing is well connected. Vocabulary is broad and appropriately used. Spelling and punctuation errors are not distracting.

87
Topic is well developed, with acknowledgement of its complexity. Varied syntactic structures are used with some flexibility, and there is good morphological control. Organization is controlled and generally appropriate to the material, and there are few problems with connection. Vocabulary is broad and usually used appropriately. Spelling and punctuation errors are not distracting.

83
Topic is generally clearly and completely developed, with at least some acknowledgement of its complexity. Both simple and complex syntactic structures are generally adequately used; there is adequate morphological control. Organization is controlled and shows some appropriacy to the material, and connection is usually adequate. Vocabulary use shows some flexibility, and is usually appropriate. Spelling and punctuation errors are sometimes distracting.

77
Topic is developed clearly but not completely and without acknowledging its complexity. Both simple and complex syntactic structures are present; in some "77" essays these are cautiously and accurately used while in others there is more fluency and less accuracy. Morphological control is inconsistent. Organization is generally controlled, while connection is sometimes absent or unsuccessful. Vocabulary is adequate, but may sometimes be inappropriately used. Spelling and punctuation errors are sometimes distracting.

73
Topic development is present, although limited by incompleteness, lack of clarity, or lack of focus. The topic may be treated as though it has only one dimension, or only one point of view is possible. In some "73" essays both simple and complex syntactic structures are present, but with many errors; others have accurate syntax but are very restricted in the range of language attempted. Morphological control is inconsistent. Organization is partially controlled, while connection is often absent or unsuccessful. Vocabulary is sometimes inadequate, and sometimes inappropriately used. Spelling and punctuation errors are sometimes distracting.

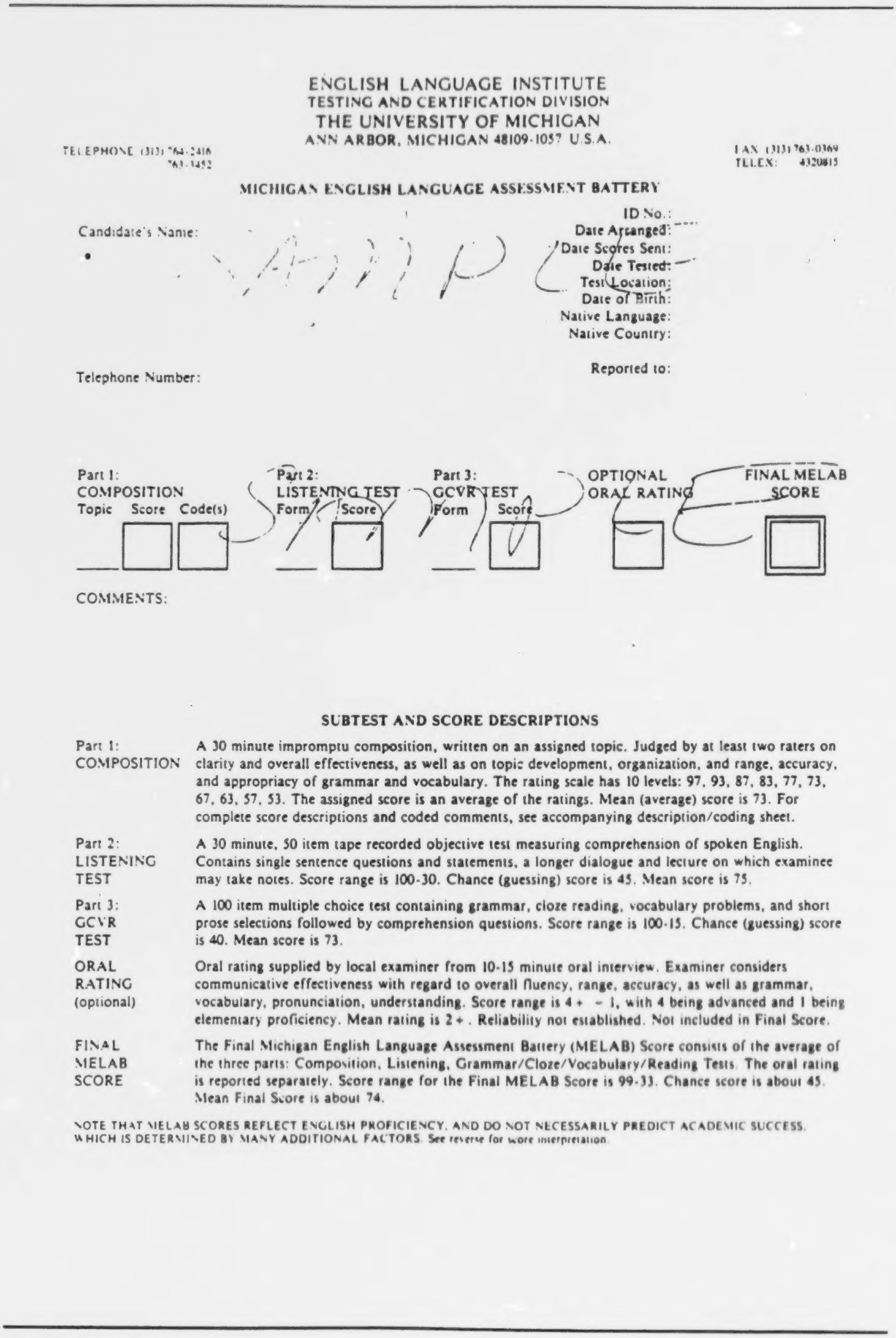
67
Topic development is present but restricted, and often incomplete or unclear. Simple syntactic structures dominate, with many errors; complex syntactic structures, if present, are not controlled. Lacks morphological control. Organization, when apparent, is poorly controlled, and little or no connection is apparent. Narrow and simple vocabulary usually approximates meaning but is often inappropriately used. Spelling and punctuation errors are often distracting.

63
Contains little sign of topic development. Simple syntactic structures are present, but with many errors; lacks morphological control. There is little or no organization, and no connection apparent. Narrow and simple vocabulary inhibits communication, and spelling and punctuation errors often cause serious interference.

57
Often extremely short; contains only fragmentary communication about the topic. There is little syntactic or morphological control, and no organization or connection are apparent. Vocabulary is highly restricted and inaccurately used. Spelling is often indecipherable and punctuation is missing or appears random.

53
Extremely short, usually about 40 words or less; communicates nothing, and is often copied directly from the prompt. There is little sign of syntactic or morphological control, and no apparent organization or connection. Vocabulary is extremely restricted and repetitively used. Spelling is often indecipherable and punctuation is missing or appears random.

N.O.T.
N.O.T. (Not On Topic) indicates a composition written on a topic completely different from any of those assigned; it does not indicate that a writer has merely digressed from or misinterpreted a topic. N.O.T. compositions often appear prepared and memorized. They are not assigned scores or codes.



ENGLISH LANGUAGE INSTITUTE
TESTING AND CERTIFICATION DIVISION
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48109-1057 U.S.A.

TELEPHONE (313) 764-2416
763-3452

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## MICHIGAN ENGLISH LANGUAGE ASSESSMENT BATTERY

Candidate's Name: SAMPLE

ID No.:
Date Arranged:
Date Scores Sent:
Date Tested:
Test Location:
Date of Birth:
Native Language:
Native Country:

Telephone Number:

Reported to:

| Part 1: COMPOSITION | | | Part 2: LISTENING TEST | | Part 3: GCVR TEST | | OPTIONAL ORAL RATING | FINAL MELAB SCORE |
|---|---|---|---|---|---|---|---|---|
| Topic | Score | Code(s) | Form | Score | Form | Score | | |
| | | | | | | | | |

SAMPLE

COMMENTS:

### SUBTEST AND SCORE DESCRIPTIONS

| | |
|---|---|
| Part 1: COMPOSITION | A 30 minute impromptu composition, written on an assigned topic. Judged by at least two raters on clarity and overall effectiveness, as well as on topic development, organization, and range, accuracy, and appropriacy of grammar and vocabulary. The rating scale has 10 levels: 97, 93, 87, 83, 77, 73, 67, 63, 57, 53. The assigned score is an average of the ratings. Mean (average) score is 73. For complete score descriptions and coded comments, see accompanying description/coding sheet. |
| Part 2: LISTENING TEST | A 30 minute, 50 item tape recorded objective test measuring comprehension of spoken English. Contains single sentence questions and statements, a longer dialogue and lecture on which examinee may take notes. Score range is 100-30. Chance (guessing) score is 45. Mean score is 75. |
| Part 3: GCVR TEST | A 100 item multiple choice test containing grammar, cloze reading, vocabulary problems, and short prose selections followed by comprehension questions. Score range is 100-15. Chance (guessing) score is 40. Mean score is 73. |
| ORAL RATING (optional) | Oral rating supplied by local examiner from 10-15 minute oral interview. Examiner considers communicative effectiveness with regard to overall fluency, range, accuracy, as well as grammar, vocabulary, pronunciation, understanding. Score range is 4+ – 1, with 4 being advanced and 1 being elementary proficiency. Mean rating is 2+. Reliability not established. Not included in Final Score. |
| FINAL MELAB SCORE | The Final Michigan English Language Assessment Battery (MELAB) Score consists of the average of the three parts: Composition, Listening, Grammar/Cloze/Vocabulary/Reading Tests. The oral rating is reported separately. Score range for the Final MELAB Score is 99-33. Chance score is about 45. Mean Final Score is about 74. |

NOTE THAT MELAB SCORES REFLECT ENGLISH PROFICIENCY, AND DO NOT NECESSARILY PREDICT ACADEMIC SUCCESS, WHICH IS DETERMINED BY MANY ADDITIONAL FACTORS. See reverse for score interpretation.

Document 10.5b.

## Part 1: COMPOSITION

The time limit for the composition is 30 minutes. The examiner will give you a form with instructions and two topics on it. Sign your name on the signature line of the form.

You must write on only ONE of the two topics. If you write about something else, your composition paper will not be graded, and you cannot be given a final score. If you do not understand the topics, ask the examiner to explain or to translate them. You may be asked to give your opinion of something and explain why you believe this, to describe something from your experience, or to explain a problem and offer possible solutions. Some sample topics are:

1. What do you think is your country's greatest problem? Explain in detail and tell what you think can be done about it.
2. What are the characteristics of a good teacher? Explain and give examples.
3. Would you prefer to live in the city or in the country? Explain the reasons for your choice.
4. How should students be evaluated: according to their achievements or their effort? Discuss.

Remember, these are just examples of past topics, and they will NOT appear on your test. Do not try to memorize and write a composition on one of these topics when you take the MELAB.

You should write at least one page. Most MELAB compositions are one or two pages long (about 200-300 words). If your paper is extremely short (less than 150 words), your composition will be given a lower score.

Before you begin writing, you might want to take 2 or 3 minutes to plan your composition and to make a short outline to organize your thoughts. Such outlines will not be graded; they are only to help you. You should use the last 5 minutes to read through your composition and to make changes or corrections.

You will not be graded on penmanship, but be sure your handwriting is legible. You may make any changes or corrections in the body of the composition. Do not copy your composition over. You may write with either pen or pencil.

Your composition will be graded on how clearly you express yourself in English, and on the range of English you are able to use, and your control in doing so. This means your composition should be well organized, your arguments should be fully developed, and you should show a range of grammatical structures and broad vocabulary. Compositions that consist only of very short sentences and very simple vocabulary cannot be given the highest scores. If errors are not frequent and if they do not confuse your meaning, they will not lower your score very much.

## Part 2: LISTENING

This is a multiple-choice tape-recorded test containing 5 questions. It lasts about 25 minutes. The examiner wi play the instructions and examples on the tape recording then pause to answer questions, and if necessary, repea examples or make sound adjustments. Then the examine will continue the tape recording. It will not be stoppe again until the end of the test.

You will be given a test booklet and answer sheet. Yo will listen to the problems on the tape recording, read th answer choices in the test booklet, and mark your answer on the separate answer sheet. Do NOT make any mark in the test booklet!

For each problem in this part of the test, there are thre answer choices. Choose the best answer. Only one i correct. If you are not sure about an answer, you shoul guess.

There are several kinds of problems. Some are shor sentences. In the short sentence problems, you will b asked a question, you will hear a statement, or you wi hear a sentence spoken with special emphasis. Here ar examples of the short sentence problems.

Example 1 You will hear a question. You should choose from the 3 answers printed in your test booklet, reasonable answer to the question you heard.

You hear: When's she going on vacation?
You read: a. last week
b. to England
c. tomorrow

The correct answer is c, tomorrow.

Example 2 You will hear a statement. You shoul choose, from the 3 answer choices printed in your tes booklet, the one that means about the same thing as wha you heard.

You hear: That movie was pretty bad.
You read: a. It was good.
b. It wasn't good.
c. It wasn't beautiful.

The correct answer is b, it wasn't good.

Example 3 You will hear a question or statement spoke in a certain way, with special emphasis. The emphas might be a stressed word, or a pause before or after th word. In one kind of emphasis problem, you shoul choose the answer that tells what the speaker woul probably say next.

You hear: I need the small red cup, . . .
You read: a. not the big one.
b. not the green one.
c. not the plate.

The correct answer is a, not the big one, because the siz of the object (the cup) was emphasized, not its color, an not what it was.

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Example 4 This is an emphasis type of question. You will hear a question with an emphasized word. You should choose the answer that would be an appropriate response to the question.

You hear: Do you have John's keys?
You read: a. No, but Jane does.
b. No, I have Jim's.
c. No, only his bags.

The correct answer is c, No only his bags, because the word keys was emphasized, rather than the name of the person who had the keys or owned the keys.

In the last half of the Listening Test, you will hear a lecture and a conversation. The lecture and conversation will discuss graphs or charts which are printed on your answer sheet. You will be able to take notes about the lecture and conversation as you listen to them, and you can label and mark the graph or chart. You must write all your notes on the answer sheet. After each is finished, you will be asked questions about them. You may refer to your notes to answer the questions. The answer choices will be printed in your test booklet. You will not be graded on your notes for this part of the test; only your answer choices will be graded. Do NOT try to take notes on a separate piece of paper, as the examiner might think you are cheating. Write all your notes on the answer sheet.

### Sample Questions: LISTENING

Here is a short Sample Listening test. An answer key is on page 7, but you should not look at it until you have finished all the questions. Remember, reading it in this sample test and listening to it on a tape recording will be very different. It may be helpful for you to have someone read the questions and lecture to you. The actual Listening Test is recorded by native speakers of English, speaking at a normal rate. A 12-15 second pause will be given after each problem to allow you to read the answer choices and select one.

There are 12 problems in this sample test. For problems 1-3, choose the best answer to the question.

1. Have you been to see the new movie yet?
a. Yes, I'm going tomorrow.
b. No, it wasn't very good.
c. Yes, I went yesterday.

2. I'm taking some clothes to the cleaners.
Is there anything I can drop off for you?
a. No thanks, all my stuff's clean.
b. Be careful not to break it.
c. Please get me some, too.

3. How are things going so far?
a. They've already gone.
b. We've accomplished a lot.
c. It's not too far.

For problems 4-6, choose the answer that means about the same thing as the statement you hear.

4. Frank never would've gone to the lecture if
he'd known how boring it was going to be.
a. He didn't want to go.
b. He didn't like it.
c. He never went.

5. We first thought we'd buy several paintings,
but we settled for only one when we found out
how expensive they were.
a. We bought one.
b. We bought several.
c. We didn't buy any.

6. This'll be a fine essay with a little bit
of polishing.
a. It's perfect now.
b. It needs a lot more work.
c. It's quite good already.

For problems 7-9, a phrase or sentence will be spoken with special emphasis. Choose the answer that tells what the speaker would say next.

7. I thought John wanted the apple pie . . .
a. not the cherry pie.
b. not the apple cake.
c. not Tom.

8. Tom said he was going to drive to Chicago
next week . . .
a. not last week.
b. not next month.
c. not fly.

9. I said I was going to have my old car painted
by the Acme Company . . .
a. not my new car.
b. not washed there.
c. not by the Metro Company.

Now you will hear a short lecture. You may take notes during the lecture. Following the lecture, you will be asked some questions about it.

> There'll be a two-week exhibit of the paintings of the little-known master, Laura Bernhart, at the Claire Osmond Galleries starting on the fifteenth of the month and running through the thirtieth. Bernhart's known for her innovative designs in abstract expressionism. Though a true original, she declared a spiritual heritage from Salvador Dali, the famous Spanish painter. Since Bernhart lived a rather solitary life and died while only in her twenties, few people are aware of her works. This showing at the Osmond Galleries will provide many with an introduction to her works.

10. Where is the exhibit?
a. the Art Museum
b. the Dali Galleries
c. the Osmond Galleries

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11. What is Bernhart known for?
    - a. her copies of Dali's paintings
    - b. the originality of her designs
    - c. her exhibitions

12. What will going to the exhibit allow most people to do?
    - a. to see Salvador Dali's paintings
    - b. to see Bernhart's works for the first time
    - c. to learn about Spanish art

## Part 3:
## GRAMMAR, CLOZE, VOCABULARY, READING

This test usually contains 100 questions: 30 grammar, 20 cloze, 30 vocabulary, and 20 reading. The time limit for the 100 question test is 75 minutes (1 hour and 15 minutes). Sometimes a longer version containing 130 or 144 questions will be given. If a longer test is given, the time limit will be extended proportionally.

For each question in this part of the test, there are four answer choices. Choose the best answer. Only one is correct. If you are not sure about an answer, you should guess.

Here are examples of each kind of question.

### Grammar

Choose the word or phrase that correctly completes the conversation.

**Example 1**

"What is that thing?"
"That ____ a spider."
a. to call
b. for calling
c. be called
d. is called

The correct answer is d, is called.

### Cloze

You will read a passage from which some words have been removed (taken out). You should choose, from the 4 answer choices given, the word which fits the passage in both grammar and meaning. Skim through the passage quickly to get the main idea before you try to choose the correct word for each blank.

**Examples 2 and 3**

> Long ago roads were only trails for people or animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern (2) is often called a superhighway. This (3) the best road engineers can build.

2. a. way c. travel
   b. road d. superhighway
3. a. road c. is
   b. was d. makes

The correct answer for Example 2 is choice b, and for Example 3 it is c.

### Vocabulary

In the first type of vocabulary question, you are given a sentence with an underlined word or phrase. You should choose the word or phrase that is a synonym for (means about the same thing as) the underlined word or phrase. In the second type of vocabulary question, you will read a sentence with a word missing. You should choose the word, from the 4 answer choices given, that best fits the sentence in meaning.

**Example 4**

When the boat left everyone was very joyful.
a. sad
b. tired
c. angry
d. happy

**Example 5**

Don't leave by this door; take the other ____.
a. departure
b. relay
c. exit
d. outline

The correct answer for Example 4 is choice d, and for Example 5 it is c.

### Reading

Read the passage, then answer comprehension questions about it. All the information to answer the questions will be in the passage.

> While I was getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that. I told her I would be glad to do it. And putting the piece of cloth into my pocket, I took the train to town.

**Example 6**

The person telling the story is . . .
a. a married lady.
b. an unmarried lady.
c. a married man.
d. an unmarried man.

The correct answer for Example 6 is choice c.

## Sample Questions: GCVR

Here is a Sample test for Part 3. It contains 20 questions. Allow yourself 15 minutes to do the test. If you have not finished in 15 minutes, continue, but use a different marking system or marking device (change color, go from pen to pencil, etc.) so that you can score your timed test. When you have finished the Sample Test for Part 3, check your answers against the answer key on page 7.

### Grammar Questions

1. "What did the teacher just tell you?"
"She reminded ____ our notebooks."
    - a. us to bring
    - b. that we bring
    - c. our bringing
    - d. we should bring

2. "Is Bill a good dancer?"
"Not really, ____ he tries very hard."
    - a. in spite of
    - b. despite
    - c. even though
    - d. while

3. "Your clothes are all wet!"
"Yes, I didn't come ____ the rain soon enough."
    - a. away to
    - b. over to
    - c. down with
    - d. in from

4. "Were you surprised by the earthquake last week?"
"No. It ____ two weeks before."
    - a. has predicted
    - b. had predicted
    - c. has been predicted
    - d. had been predicted

5. "The boys say they were treated unfairly."
"They got the same treatment ____ everyone else."
    - a. than
    - b. that
    - c. so as
    - d. as

6. "I've been feeling sick lately."
"What you should do is ____ more sleep."
    - a. try to get
    - b. to trying to get
    - c. trying to get
    - d. try to getting

### Cloze Questions

In years to come, zoos will not only be places where animals are exhibited to the public, but repositories where rare species can be saved from extinction (7) captive breeding. The most powerful force (8) the future of many animals--and of zoos--is the decline of the wild. (9) even zoo directors would argue that (10) are better places for animals than the fields and forest of their native (11), yet zoos may be the last chance for some creatures that would otherwise pass quietly into oblivion.

7. a. through c. from
b. of d. damage

8. a. bringing c. to
b. that d. influencing

9. a. But c. Not
b. So d. Then

10. a. where c. even
b. zoos d. wilds

11. a. lands c. residence
b. life d. field

### Vocabulary Questions

12. Mark has a flair for writing.
    - a. need
    - b. purpose
    - c. talent
    - d. dislike

13. Bill Collins launched his restaurant last June.
    - a. moved
    - b. started
    - c. sold
    - d. bought

14. John will not accept the censure.
    - a. burden
    - b. blame
    - c. credit
    - d. decision

15. I can't think of the answer. Can you give me a ____?
    - a. hint
    - b. token
    - c. taste
    - d. gaze

16. Because fewer people are taking expensive vacations, the tourist industry is in a ____.
    - a. choke
    - b. grope
    - c. grumble
    - d. slump

17. I disagree with a few of his opinions, but ____ we agree.
    - a. deliberately
    - b. conclusively
    - c. essentially
    - d. immensely

**Reading Questions**

The influenza virus is a single molecule built from many millions of single atoms. You must have heard of the viruses, which are sometimes called "living molecules." While bacteria can be considered as a type of plant, secreting poisonous substances into the body of the organism they attack, viruses are living organisms themselves. We may consider them as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

18. According to the passage, bacteria are . . .
    a. poisons.
    b. larger than viruses.
    c. very small
    d. plants.

19. The writer says that viruses are alive because they . . .
    a. have a complex atomic structure.
    b. move.
    c. multiply.
    d. need warmth and light.

20. The atomic structure of viruses . . .
    a. is variable.
    b. is strictly defined.
    c. cannot be analyzed chemically.
    d. is more complex than that of bacteria.

## OPTIONAL ORAL INTERVIEW

You will have a 10-15 minute conversation with the local examiner, who will rate your overall communicative language proficiency. The examiner will consider your fluency and intelligibility, your grammar and vocabulary, and your comprehension. Your functional language use, or sociolinguistic proficiency will also be considered.

The examiner will ask you questions about your background, your future plans, and your opinions on certain issues. The examiner might ask you to explain or describe in detail something about your field of specialization.

You should try to give more than simple "yes" or "no" answers to the examiner's questions. If you do not understand a question, do not be afraid to ask the examiner to repeat or rephrase it.

It is not unusual for candidates to be nervous at oral interviews. The examiner knows that and s/he will try to make you feel less nervous, so that you can do your best.

## INTERPRETING SCORES

Generally, MELAB scores in the 50's indicate elementary level English proficiency, in the low 60's, advanced elementary level, in the high 60's low intermediate, in the low 70's intermediate, in the high 70's advanced intermediate, in the 80's advanced level, and in the 90's, comparable to educated adult native speakers of English.

Most universities desire students to have advanced level English proficiency, but requirements vary depending on a student's field and level of study. MELAB scores are used along with information about a student's academic background and other relevant factors to determine a student's readiness for a particular academic program. You should contact the school you have applied to in order to know what their English language proficiency requirements are. Requirements vary for different undergraduate and graduate programs.

In addition to MELAB final score requirements, universities and organizations like Boards of Nursing may consider your part scores on the MELAB. You can use your scores on the different parts of the MELAB to determine your strengths and weaknesses in the skill areas tested by the MELAB.

Your final score is the average of your scores on Part 1, Composition; Part 2, Listening; and Part 3, Grammar, Cloze, Vocabulary, and Reading. The scores of each of the three parts are explained below.

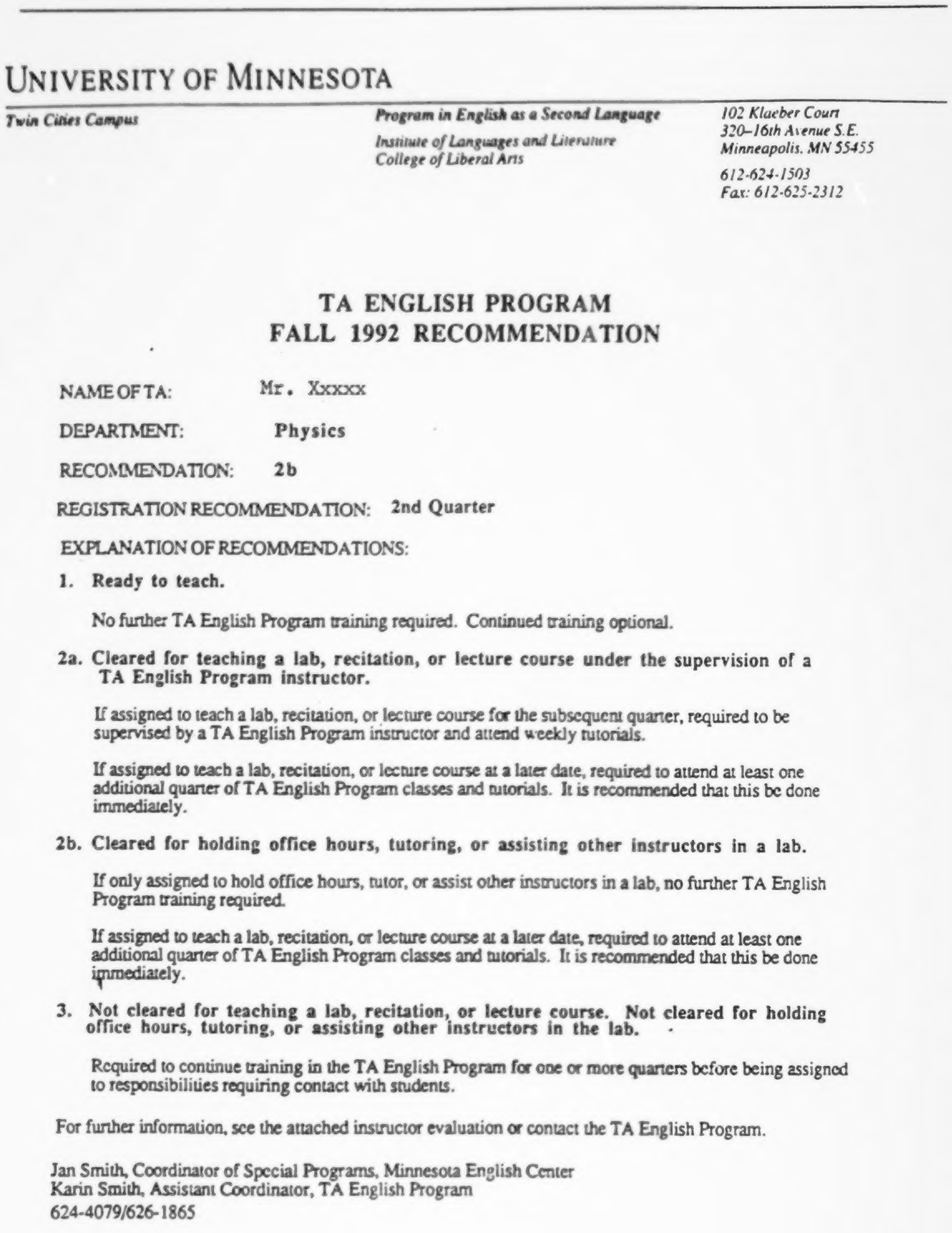
### Part 1: COMPOSITION

You will receive a number score, and you might also receive one or more letter codes. The number score represents your general level of writing proficiency. The letter codes represent features of your writing that readers found especially strong or weak in relation to the overall level of your writing. First, the number scores are explained. Then, the letter codes are explained.

### NUMBER SCORES

The MELAB composition rating scale has 10 levels. Possible scores are 97, 93, 87, 83, 77, 73, 67, 63, 57, 53. Your composition is read independently by two to three trained graders. The two closest scores are averaged, and this average is your final composition score. The average MELAB composition score is about 73.

You are graded on how clearly and effectively you communicate your ideas in English. For each score level there is a description of writing at that level. These descriptions are given on the next page.



UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Program in English as a Second Language*
*Institute of Languages and Literature*
*College of Liberal Arts*

*102 Klaeber Court*
*320–16th Avenue S.E.*
*Minneapolis, MN 55455*

*612-624-1503*
*Fax: 612-625-2312*

## TA ENGLISH PROGRAM
## FALL 1992 RECOMMENDATION

NAME OF TA: Mr. Xxxxx

DEPARTMENT: **Physics**

RECOMMENDATION: **2b**

REGISTRATION RECOMMENDATION: **2nd Quarter**

EXPLANATION OF RECOMMENDATIONS:

**1. Ready to teach.**

No further TA English Program training required. Continued training optional.

**2a. Cleared for teaching a lab, recitation, or lecture course under the supervision of a TA English Program instructor.**

If assigned to teach a lab, recitation, or lecture course for the subsequent quarter, required to be supervised by a TA English Program instructor and attend weekly tutorials.

If assigned to teach a lab, recitation, or lecture course at a later date, required to attend at least one additional quarter of TA English Program classes and tutorials. It is recommended that this be done immediately.

**2b. Cleared for holding office hours, tutoring, or assisting other instructors in a lab.**

If only assigned to hold office hours, tutor, or assist other instructors in a lab, no further TA English Program training required.

If assigned to teach a lab, recitation, or lecture course at a later date, required to attend at least one additional quarter of TA English Program classes and tutorials. It is recommended that this be done immediately.

**3. Not cleared for teaching a lab, recitation, or lecture course. Not cleared for holding office hours, tutoring, or assisting other instructors in the lab.**

Required to continue training in the TA English Program for one or more quarters before being assigned to responsibilities requiring contact with students.

For further information, see the attached instructor evaluation or contact the TA English Program.

Jan Smith, Coordinator of Special Programs, Minnesota English Center
Karin Smith, Assistant Coordinator, TA English Program
624-4079/626-1865

Document 10.6a. Sample TA English Program Recommendation
*University of Minnesota*

UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Program in English as a Second Language*
*Institute of Languages and Literature*
*College of Liberal Arts*

*102 Klaeber Court*
*320–16th Avenue S.E.*
*Minneapolis, MN 55455*

*612-624-1503*
*Fax: 612-625-2312*

Name of TA: Mr. Xxxxx Instructor: Ms. Yyyyy

Pronunciation: Needs More Work. Has a characteristic Russian accent which is generally quite comprehensible; this includes errors in [i/I] (heat/hit), [u/U] (food/foot), [s/θ] (sin/thin) and [ð] (that), vowel length and intonation. Did show overall improvement in pronunciation but should continue to monitor and work on strengthening these areas.

Grammar: Good. Some minor errors (e.g. incorrect choice of preposition) but rarely made an error that might affect comprehensibility.

Vocabulary: Good. Shows good control of technical, academic and field terminology and command of everyday, idiomatic English is sufficient to discuss real world examples and applications.

Fluency: Needs More Work. Stuttering is not a problem for Igor in Russian any more but is evident in English. It seems to be exacerbated by stress and thus did improve measurably as the quarter progressed and Igor gained more confidence and poise.

Listening: Good. Had little trouble comprehending questions or responses to his questions and was able to skillfully handle the few occasions he did not readily comprehend.

Organization: Could Benefit from Further Work. Ideas are logically developed and sequenced; could emphasize important points more consistently; includes previews and uses transitions to make relationships clear; should include summaries more consistently.

Teaching Skills: Could Benefit from Further Work. Makes presentations interesting and relevant; includes sufficient detail and example; has improved in terms of eye contact but should continue to work on this; speaks with sufficient volume, and at a good speed; in use of board, choice of content and amount are generally good but could be better organized and include all key terms; appears very approachable and enthusiastic but somewhat nervous at start; very effectively incorporates humor in lectures.

Interaction: Good. Included good questions to audience in his lectures and handled responses well; answers concisely and clearly and checks for satisfaction; should rephrase more consistently.

Overall: Although [redacted]'s stutter is pronounced and may take some time to come under control, he brings so much energy, charm and wit to the role of teaching that all of his audiences have been convinced that he will be a popular lecturer with students.

Document 10.6b.

# CERTIFICATION OF FINANCES

Although institutions have more than one valid reason for wanting to know that international students can pay their bills, the central purpose for requiring certification of finances is to comply with federal regulations regarding the issue of Forms I-20A-B and I-20M-N. "Proof of financial responsibility for the student" is one of the essential items which must be reviewed and evaluated by an appropriate school official before an I-20A-B or I-20M-N can be issued. This legal obligation is placed on the institution chiefly to help assure that the F-1 or M-1 student has sufficient financial resources to cover the costs of education without resorting to unauthorized employment.

Regulations also require that school officials verify financial information before issuing Form IAP-66 (Certificate of Eligibility for exchange visitor status). Even when the school itself is not the sponsoring party, it is common practice among institutions to ask for financial certification from prospective exchange visitors, if only to avoid hardship for the visitor and headaches for the foreign student adviser.

Although institutions must satisfy themselves about an international student's financial resources, federal regulations do not specify what procedures must be followed in order to do so. What follows is a brief digest of formal requirements, common practice among institutions, and sample documents from a variety of schools.

## Definition Of Financial Certification

Financial certification (sometimes called the "financial statement") is an affidavit or other written evidence provided by applicants that demonstrates they have adequate funds to pay for the school's program of study. The *form* of the evidence is ultimately less important than the commitment that is established. The information must show clearly: 1) who is responsible for the applicant's expenses; 2) that this person (or agency) is willing to assume those expenses and is aware of the amount; and 3) that the pledge is backed by actual resources in the amount claimed. It is of course the last of these that is the most difficult to confirm, and many institutions consider their job well done if they can accomplish the first two and mount a good-faith effort at the third.

## Acceptable Sources of Funding

A school official may consider a wide range of financial resources as valid for financial certification. Funds may come from scholarships or fellowships, either from the institution itself or from outside it; from a government or sponsoring agency; from students' own funds, or those of their family; or even from a private third party, provided the source is dependable. However, the school should *not* consider funds from an applicant's anticipated earnings *while a student,* unless that employment amounts to financial assistance from the institution (i.e., a stipend for a research or teaching assistantship).

Payment-in-kind—for instance, a pledge from a relative to house and feed a student during the school year—can be difficult to evaluate. One approach is for the applicant to assign a fair cash value to such payments-in-kind and apply the dollar amount toward the institution's estimated costs (discussed below). This permits the institution to use a standard budget for each student and will give the U.S. consular or embassy official a consistent basis for evaluating the application for a visa.

## Informing Applicants of the Cost of Attendance

The institution should prepare a written summary of anticipated expenses and provide it to each prospective applicant. Estimated costs should include the following, normally for a 12-month period:

- Tuition and fees, including extra expenses for supplemental ESL study, if required.
- Books and supplies.
- Room and board (lodging and food).
- Health and other recommended insurance.

- Transportation.
- Miscellaneous living expenses (clothing, telephone, recreation).

It should, in short, give a realistic estimate of what an international student could expect to spend in one year, on everything from tuition to toothpaste, in support of a modest standard of living. In addition, the prospective applicant should be able to find in the summary the cost for one or more dependents and to calculate those costs into the budget if he or she intends to come with a family.

The school's own financial aid budget can be essential in preparing the estimate of living expenses. Keep in mind, however, that international students may have settling-in costs that exceed those normally borne by local students. (On the other hand, some international students may be used to living more frugally than their American counterparts.) Remember, too, that student financial aid budgets may be based on costs for the academic year, whereas the international budget should include living expenses (but not necessarily tuition for summer school) for the vacation months as well. The 12-month budget applies even if the school assumes that its international students will return home when school is not in session. (Note: An exception to the 12-month guideline would be for programs that are to be completed in one academic year.)

Note that Forms I-20A-B and I-20M-N require the designated school official to break down estimated costs into four categories (tuition and fees, living expenses, expenses of dependents, and other). This means that although the school's own statement of estimated expenses may include some helpful subcategories, those subcategories should be set up in a way that is consistent with the reporting required on the Certificates of Eligibility.

## Evidence to be Collected by the School

The school must collect evidence of financial support with two goals in mind: 1) to have a guarantee of sufficient funds for the first year of study, as well as assurance that similar funding will be available throughout the full course of study, barring unforeseen circumstances; and 2) to have financial information available in a way that can be readily reported on Forms I-20A-B and I-20M-N. Federal regulations do not specify precisely what constitutes adequate proof of financial support, and institutions therefore follow a range of practices.

Bank letters, sponsors' testimonials, scholarship award letters, affidavits of support, etc., can all be valuable and persuasive evidence of sufficient finances. Still, it is recommended that the school ask the applicant (or parent or sponsor) to complete a special form that shows the institution's estimated costs and requires declaration of specific sources and amounts that are being pledged. This type of statement has a number of advantages. First, it provides evidence that those who will pay the bills are indisputably aware of the school's estimate of expenses. Second, it can be designed to give the designated school official a convenient way to obtain the categorized amounts needed for Forms I-20A-B and I-20M-N. Finally, it simplifies the process of declaring financial information in U.S. dollars: the form can simply require that amounts be recorded in U.S. funds.

Bank statements and letters from the guarantor's banker are probably the most common piece of information provided by applicants. It is often argued that such documents are not entirely trustworthy where amounts are concerned—money can be moved in and out of bank accounts to create a false impression. This is true enough; but another drawback to such "bank letters" is that while they shed light on resources, they provide no direct acknowledgement from the guarantor as to what his or her costs will be. The same is true of general affirmations from relatives or other sponsors ("I agree to pay all of Ms. X's expenses while she is a student at Y College.") A special form which is tied to an explicit budget, and which requires a pledge of a specific amount, is therefore extremely useful, even if it is not considered sufficient by itself (see Documents 11.1-11.6).

## Special Considerations that May Arise

If the school official has doubts about the student's ability to get the pledged funds into the

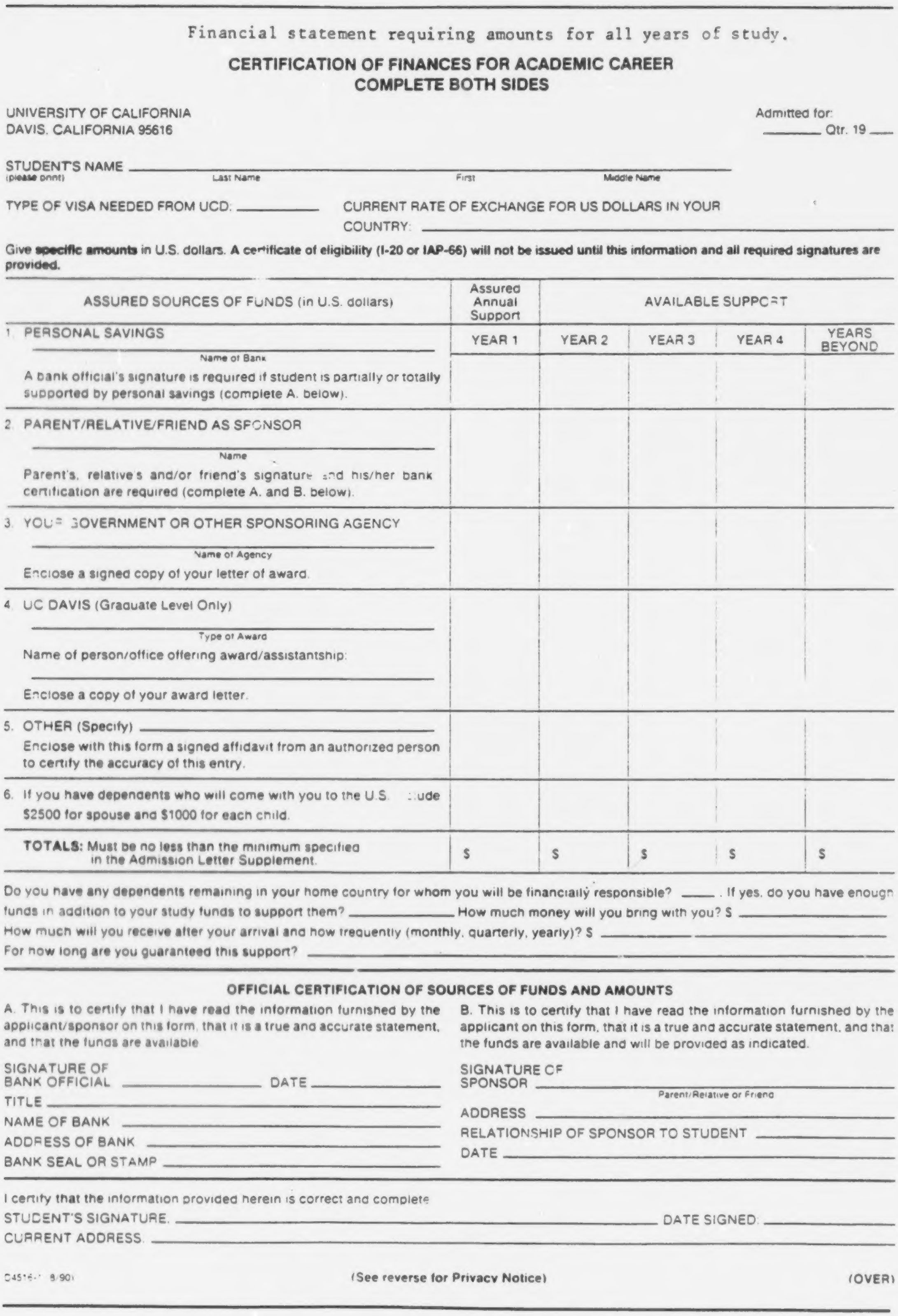
United States, certain options are available. NAFSA's *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars* (1992) advises:

> If there are restrictions [on the transfer of dollars], the student should present evidence that they will not prevent the funds from being transferred. Alternatively, the school may wish to require an advance deposit of tuition and, perhaps, living expenses as well before issuing the Form I-20A-B . . . . The Higher Education Reauthorization Act of 1986 permits such advance-deposit requirements.

Sometimes it is necessary to deal with financial amounts provided in the home country's currency. Most city newspapers, and many in small towns as well, provide daily quotations of exchange rates for major currencies. Finding the exchange rate for less-frequently traded currencies can be more troublesome, but the list provided each day in the *Wall Street Journal* is comprehensive. American Express or any currency exchange will quote a wide variety of exchange rates over the phone if a speedy answer is required.

It is now permissible to add a "grace period" at the end of the student's expected period of study on Form I-20A-B (see Chapter 12). This has implications for the process of financial certification. If the allowable grace period is included, the designated school official may want to note this fact on the form so that the consular official is aware that funding for the grace period might well be unnecessary.

A newly admitted student may wrongly assume that once a letter of admission is in hand the question of financial responsibility has been put to rest. Schools should remind students, either at the time of admission or with the mailing of the Form I-20A-B, I-20M-N, or IAP-66, that they may be required to present documentary evidence of financial support when they apply for a visa and again when they apply for entry into the United States. For similar reasons applicants should be told to make a copy of the institution's financial statement before sending the original to the school.



Financial statement requiring amounts for all years of study.

**CERTIFICATION OF FINANCES FOR ACADEMIC CAREER**
**COMPLETE BOTH SIDES**

UNIVERSITY OF CALIFORNIA
DAVIS, CALIFORNIA 95616

Admitted for:
_______ Qtr. 19 ___

STUDENT'S NAME (please print) ______________________ Last Name ______ First ______ Middle Name

TYPE OF VISA NEEDED FROM UCD: __________ CURRENT RATE OF EXCHANGE FOR US DOLLARS IN YOUR COUNTRY: __________

Give **specific amounts** in U.S. dollars. **A certificate of eligibility (I-20 or IAP-66) will not be issued until this information and all required signatures are provided.**

| ASSURED SOURCES OF FUNDS (in U.S. dollars) | Assured Annual Support | AVAILABLE SUPPORT | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEARS BEYOND |
| 1. PERSONAL SAVINGS<br>__________ Name of Bank<br>A bank official's signature is required if student is partially or totally supported by personal savings (complete A. below). | | | | | |
| 2. PARENT/RELATIVE/FRIEND AS SPONSOR<br>__________ Name<br>Parent's, relative's and/or friend's signature and his/her bank certification are required (complete A. and B. below). | | | | | |
| 3. YOUR GOVERNMENT OR OTHER SPONSORING AGENCY<br>__________ Name of Agency<br>Enclose a signed copy of your letter of award. | | | | | |
| 4. UC DAVIS (Graduate Level Only)<br>__________ Type of Award<br>Name of person/office offering award/assistantship:<br>__________<br>Enclose a copy of your award letter. | | | | | |
| 5. OTHER (Specify) __________<br>Enclose with this form a signed affidavit from an authorized person to certify the accuracy of this entry. | | | | | |
| 6. If you have dependents who will come with you to the U.S. include $2500 for spouse and $1000 for each child. | | | | | |
| **TOTALS:** Must be no less than the minimum specified in the Admission Letter Supplement. | $ | $ | $ | $ | $ |

Do you have any dependents remaining in your home country for whom you will be financially responsible? _____. If yes, do you have enough funds in addition to your study funds to support them? __________ How much money will you bring with you? $ __________

How much will you receive after your arrival and how frequently (monthly, quarterly, yearly)? $ __________ __________

For how long are you guaranteed this support? __________

**OFFICIAL CERTIFICATION OF SOURCES OF FUNDS AND AMOUNTS**

A. This is to certify that I have read the information furnished by the applicant/sponsor on this form, that it is a true and accurate statement, and that the funds are available

SIGNATURE OF BANK OFFICIAL __________ DATE __________
TITLE __________
NAME OF BANK __________
ADDRESS OF BANK __________
BANK SEAL OR STAMP __________

B. This is to certify that I have read the information furnished by the applicant on this form, that it is a true and accurate statement, and that the funds are available and will be provided as indicated.

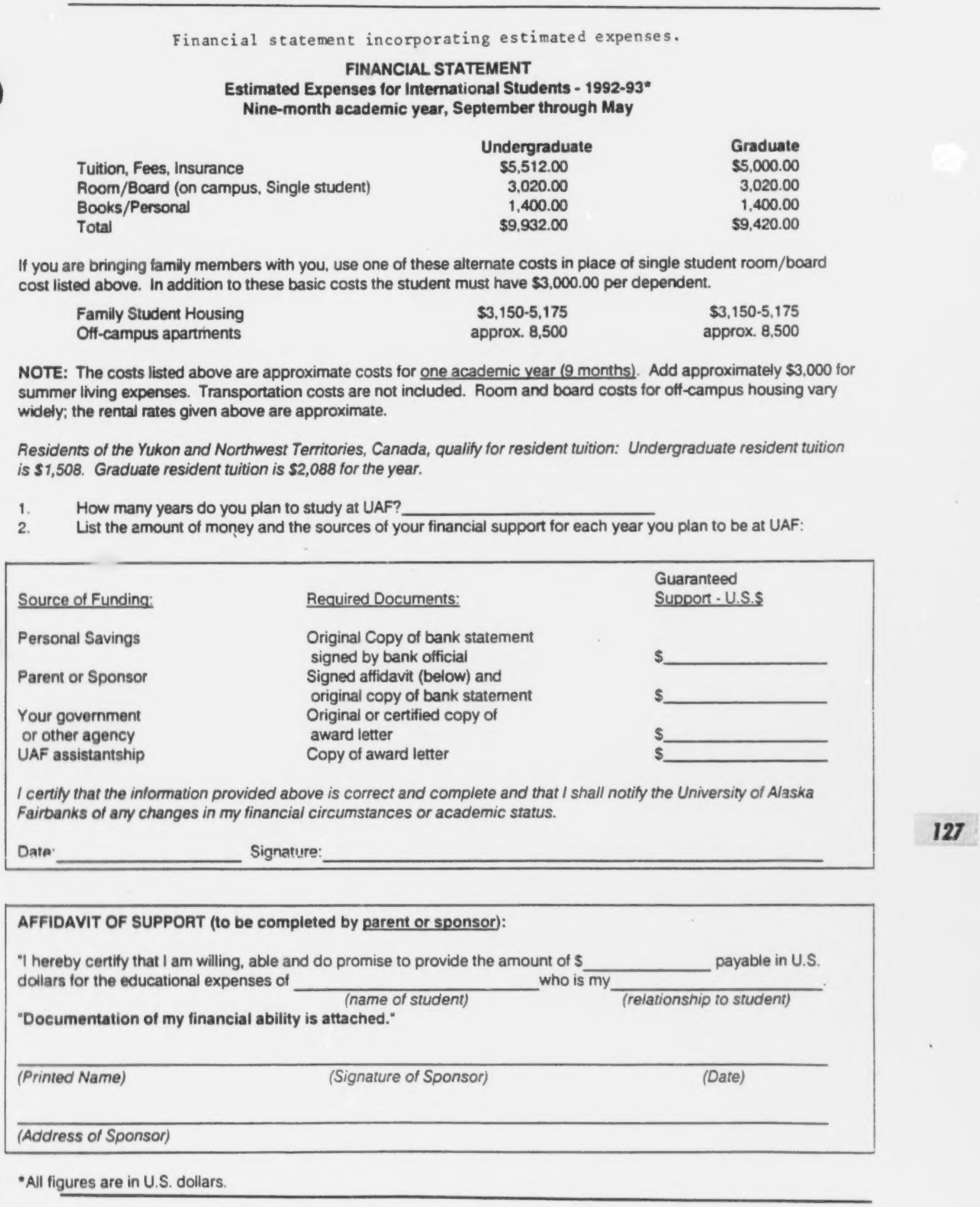
SIGNATURE OF SPONSOR __________ Parent/Relative or Friend
ADDRESS __________
RELATIONSHIP OF SPONSOR TO STUDENT __________
DATE __________

I certify that the information provided herein is correct and complete
STUDENT'S SIGNATURE __________ DATE SIGNED __________
CURRENT ADDRESS __________

C4516-1 (8/90) (See reverse for Privacy Notice) (OVER)

**Document 11.1.** Certification of Finances for Academic Career
*University of California, Davis*

BEST COPY AVAILABLE



Financial statement incorporating estimated expenses.

**FINANCIAL STATEMENT**
**Estimated Expenses for International Students - 1992-93***
**Nine-month academic year, September through May**

| | **Undergraduate** | **Graduate** |
|---|---|---|
| Tuition, Fees, Insurance | $5,512.00 | $5,000.00 |
| Room/Board (on campus, Single student) | 3,020.00 | 3,020.00 |
| Books/Personal | 1,400.00 | 1,400.00 |
| Total | $9,932.00 | $9,420.00 |

If you are bringing family members with you, use one of these alternate costs in place of single student room/board cost listed above. In addition to these basic costs the student must have $3,000.00 per dependent.

| | | |
|---|---|---|
| Family Student Housing | $3,150-5,175 | $3,150-5,175 |
| Off-campus apartments | approx. 8,500 | approx. 8,500 |

**NOTE:** The costs listed above are approximate costs for one academic year (9 months). Add approximately $3,000 for summer living expenses. Transportation costs are not included. Room and board costs for off-campus housing vary widely; the rental rates given above are approximate.

*Residents of the Yukon and Northwest Territories, Canada, qualify for resident tuition: Undergraduate resident tuition is $1,508. Graduate resident tuition is $2,088 for the year.*

1. How many years do you plan to study at UAF?____________________
2. List the amount of money and the sources of your financial support for each year you plan to be at UAF:

| Source of Funding: | Required Documents: | Guaranteed Support - U.S.$ |
|---|---|---|
| Personal Savings | Original Copy of bank statement signed by bank official | $____________ |
| Parent or Sponsor | Signed affidavit (below) and original copy of bank statement | $____________ |
| Your government or other agency | Original or certified copy of award letter | $____________ |
| UAF assistantship | Copy of award letter | $____________ |

*I certify that the information provided above is correct and complete and that I shall notify the University of Alaska Fairbanks of any changes in my financial circumstances or academic status.*

Date:________________ Signature:________________________________

**AFFIDAVIT OF SUPPORT (to be completed by parent or sponsor):**

"I hereby certify that I am willing, able and do promise to provide the amount of $____________ payable in U.S. dollars for the educational expenses of ____________________ who is my ____________________.
*(name of student)* *(relationship to student)*

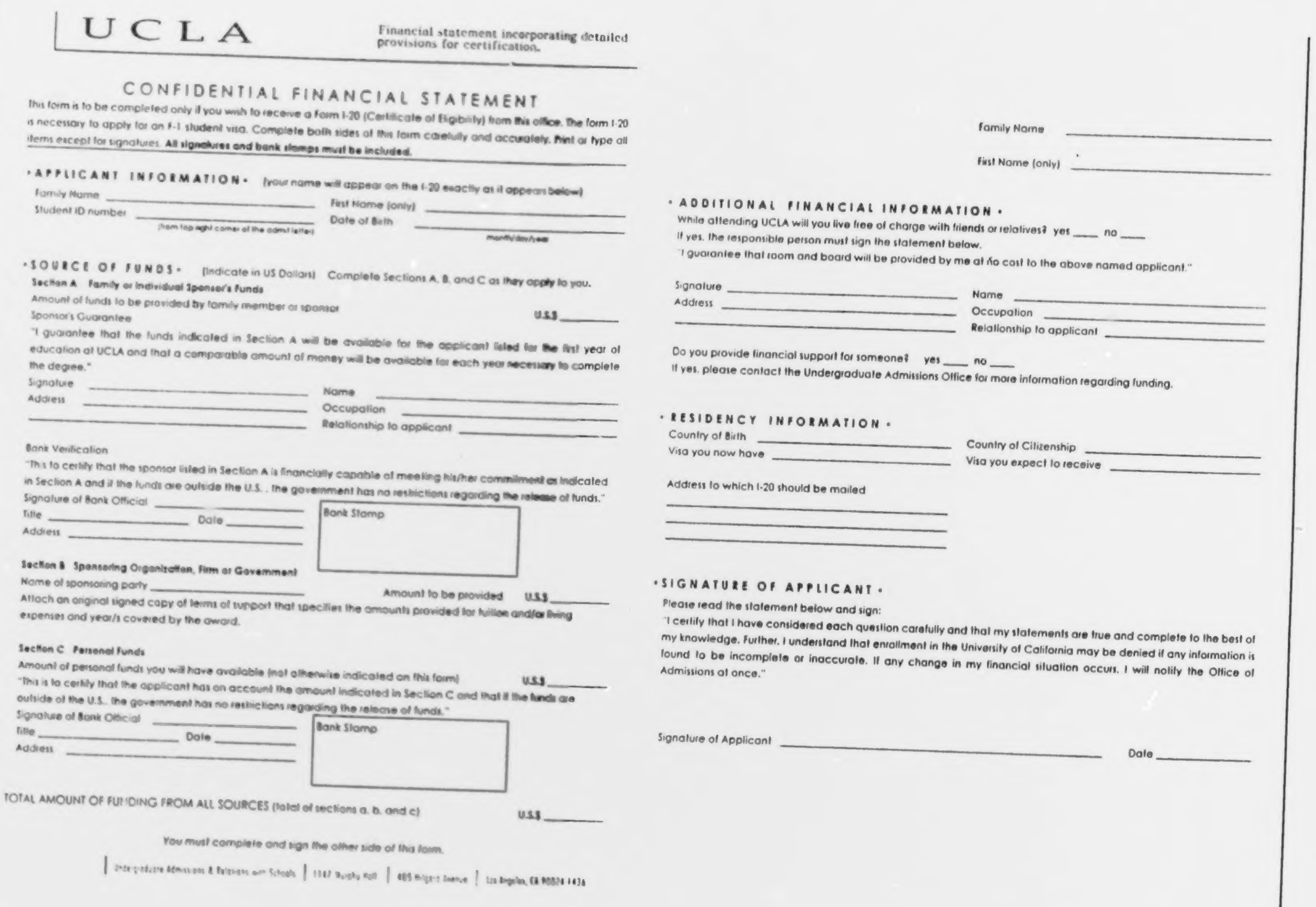
**"Documentation of my financial ability is attached."**

____________________________________________
*(Printed Name)* *(Signature of Sponsor)* *(Date)*

____________________________________________
*(Address of Sponsor)*

*All figures are in U.S. dollars.

Document 11.2. Financial Statement for International Applicants
*University of Alaska Fairbanks*



# UCLA

Financial statement incorporating detailed provisions for certification.

## CONFIDENTIAL FINANCIAL STATEMENT

This form is to be completed only if you wish to receive a Form I-20 (Certificate of Eligibility) from **this office**. The form I-20 is necessary to apply for an F-1 student visa. Complete both sides of this form carefully and accurately. **Print** or type all items except for signatures. **All signatures and bank stamps must be included.**

### • APPLICANT INFORMATION •

(your name will appear on the I-20 exactly as it appears below)

Family Name ____________ First Name (only) ____________

Student ID number ____________ (from top right corner of the admit letter)

Date of Birth ____________ month/day/year

### • SOURCE OF FUNDS •

(Indicate in US Dollars) Complete Sections A, B, and C as they apply to you.

**Section A Family or Individual Sponsor's Funds**

Amount of funds to be provided by family member or sponsor U.S.$ ______

Sponsor's Guarantee

"I guarantee that the funds indicated in Section A will be available for the applicant listed for the first year of education at UCLA and that a comparable amount of money will be available for each year necessary to complete the degree."

Signature ____________ Name ____________

Address ____________ Occupation ____________

____________ Relationship to applicant ____________

Bank Verification

"This to certify that the sponsor listed in Section A is financially capable of meeting his/her commitment as indicated in Section A and if the funds are outside the U.S., the government has no restrictions regarding the release of funds."

Signature of Bank Official ____________

Title ____________ Date ______

Address ____________

Bank Stamp

**Section B Sponsoring Organization, Firm or Government**

Name of sponsoring party ____________ Amount to be provided U.S.$ ______

Attach an original signed copy of terms of support that specifies the amounts provided for tuition and/or living expenses and year/s covered by the award.

**Section C Personal Funds**

Amount of personal funds you will have available (not otherwise indicated on this form) U.S.$ ______

"This is to certify that the applicant has on account the amount indicated in Section C and that if the funds are outside of the U.S., the government has no restrictions regarding the release of funds."

Signature of Bank Official ____________

Title ____________ Date ______

Address ____________

Bank Stamp

TOTAL AMOUNT OF FUNDING FROM ALL SOURCES (total of sections a, b, and c) U.S.$ ______

*You must complete and sign the other side of this form.*

Undergraduate Admissions & Relations with Schools | 1147 Murphy Hall | 405 Hilgard Avenue | Los Angeles, CA 90024-1436

---

Family Name ____________

First Name (only) ____________

### • ADDITIONAL FINANCIAL INFORMATION •

While attending UCLA will you live free of charge with friends or relatives? yes ____ no ____

If yes, the responsible person must sign the statement below.

"I guarantee that room and board will be provided by me at no cost to the above named applicant."

Signature ____________ Name ____________

Address ____________ Occupation ____________

____________ Relationship to applicant ____________

Do you provide financial support for someone? yes ____ no ____

If yes, please contact the Undergraduate Admissions Office for more information regarding funding.

### • RESIDENCY INFORMATION •

Country of Birth ____________ Country of Citizenship ____________

Visa you now have ____________ Visa you expect to receive ____________

Address to which I-20 should be mailed

____________

____________

____________

### • SIGNATURE OF APPLICANT •

Please read the statement below and sign:

"I certify that I have considered each question carefully and that my statements are true and complete to the best of my knowledge. Further, I understand that enrollment in the University of California may be denied if any information is found to be incomplete or inaccurate. If any change in my financial situation occurs, I will notify the Office of Admissions at once."

Signature of Applicant ____________ Date ______

Document 11.3. Confidential Financial Statement
*UCLA*

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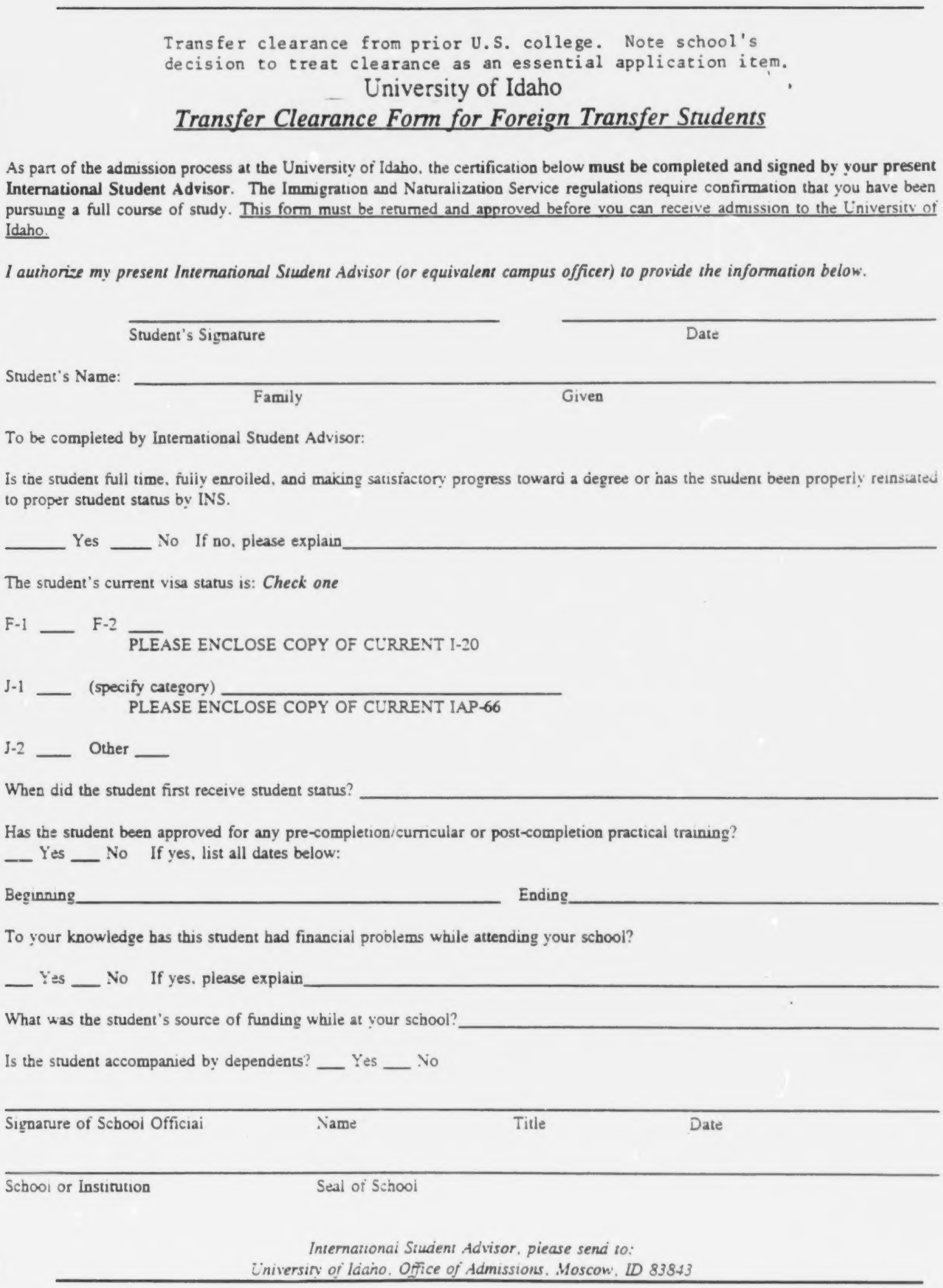


Transfer clearance from prior U.S. college. Note school's decision to treat clearance as an essential application item.

## University of Idaho

## *Transfer Clearance Form for Foreign Transfer Students*

As part of the admission process at the University of Idaho, the certification below **must be completed and signed by your present International Student Advisor**. The Immigration and Naturalization Service regulations require confirmation that you have been pursuing a full course of study. This form must be returned and approved before you can receive admission to the University of Idaho.

*I authorize my present International Student Advisor (or equivalent campus officer) to provide the information below.*

____________________ ____________________
Student's Signature Date

Student's Name: ____________________________________
Family Given

To be completed by International Student Advisor:

Is the student full time, fully enrolled, and making satisfactory progress toward a degree or has the student been properly reinstated to proper student status by INS.

____ Yes ____ No If no, please explain______________________________

The student's current visa status is: *Check one*

F-1 ____ F-2 ____
PLEASE ENCLOSE COPY OF CURRENT I-20

J-1 ____ (specify category) ____________________
PLEASE ENCLOSE COPY OF CURRENT IAP-66

J-2 ____ Other ____

When did the student first receive student status? ____________________________

Has the student been approved for any pre-completion/curricular or post-completion practical training?
___ Yes ___ No If yes, list all dates below:

Beginning____________________ Ending____________________

To your knowledge has this student had financial problems while attending your school?

___ Yes ___ No If yes, please explain____________________________

What was the student's source of funding while at your school?____________________

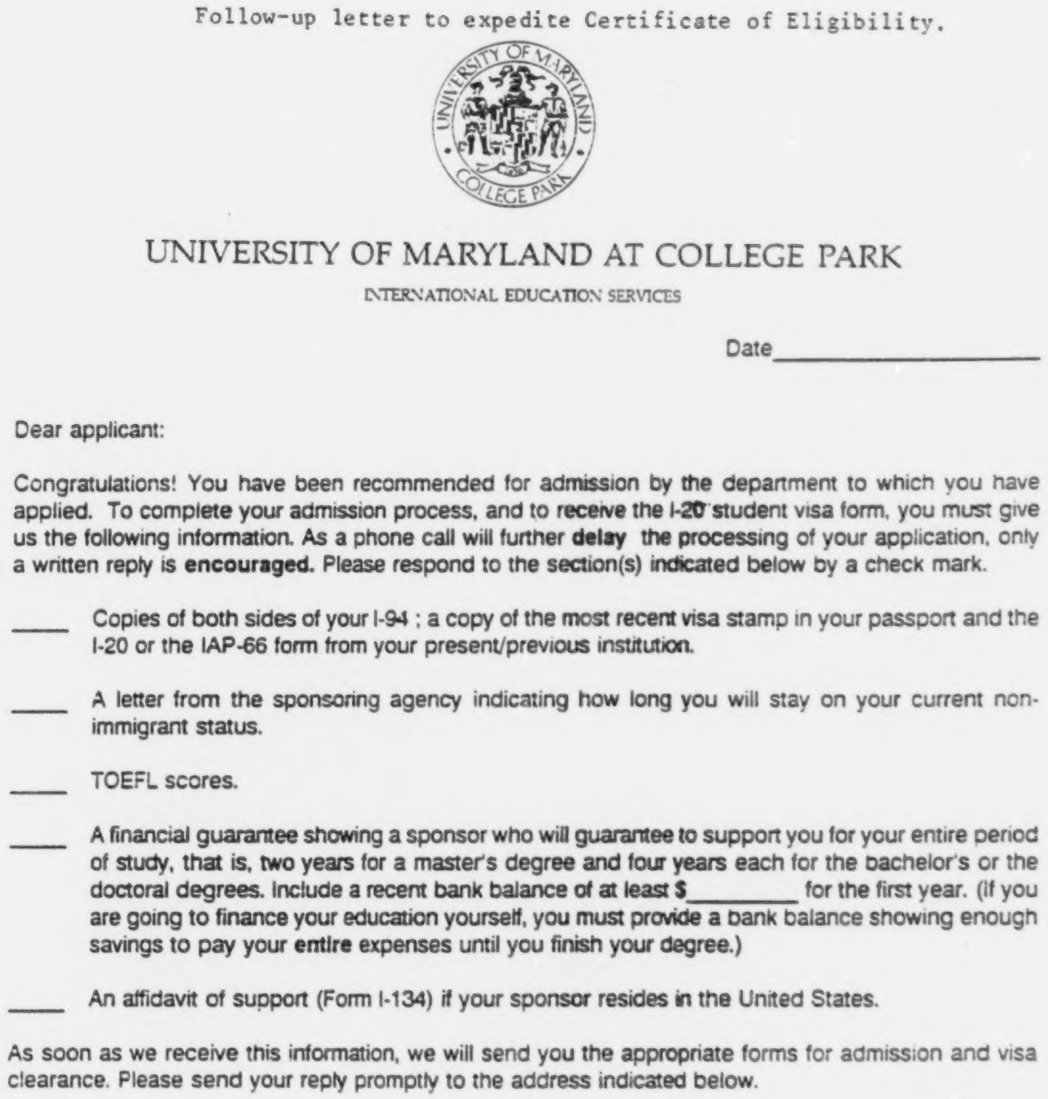
Is the student accompanied by dependents? ___ Yes ___ No

________________________________________
Signature of School Official Name Title Date

________________________________________
School or Institution Seal of School

*International Student Advisor, please send to:*
*University of Idaho, Office of Admissions, Moscow, ID 83843*

**Document 11.4.** **Transfer Clearinghouse Form for Foreign Transfer Students**
*University of Idaho*



Follow-up letter to expedite Certificate of Eligibility.

UNIVERSITY OF MARYLAND AT COLLEGE PARK

INTERNATIONAL EDUCATION SERVICES

Date____________________

Dear applicant:

Congratulations! You have been recommended for admission by the department to which you have applied. To complete your admission process, and to receive the I-20 student visa form, you must give us the following information. As a phone call will further **delay** the processing of your application, only a written reply is **encouraged.** Please respond to the section(s) indicated below by a check mark.

____ Copies of both sides of your I-94 ; a copy of the most recent visa stamp in your passport and the I-20 or the IAP-66 form from your present/previous institution.

____ A letter from the sponsoring agency indicating how long you will stay on your current non-immigrant status.

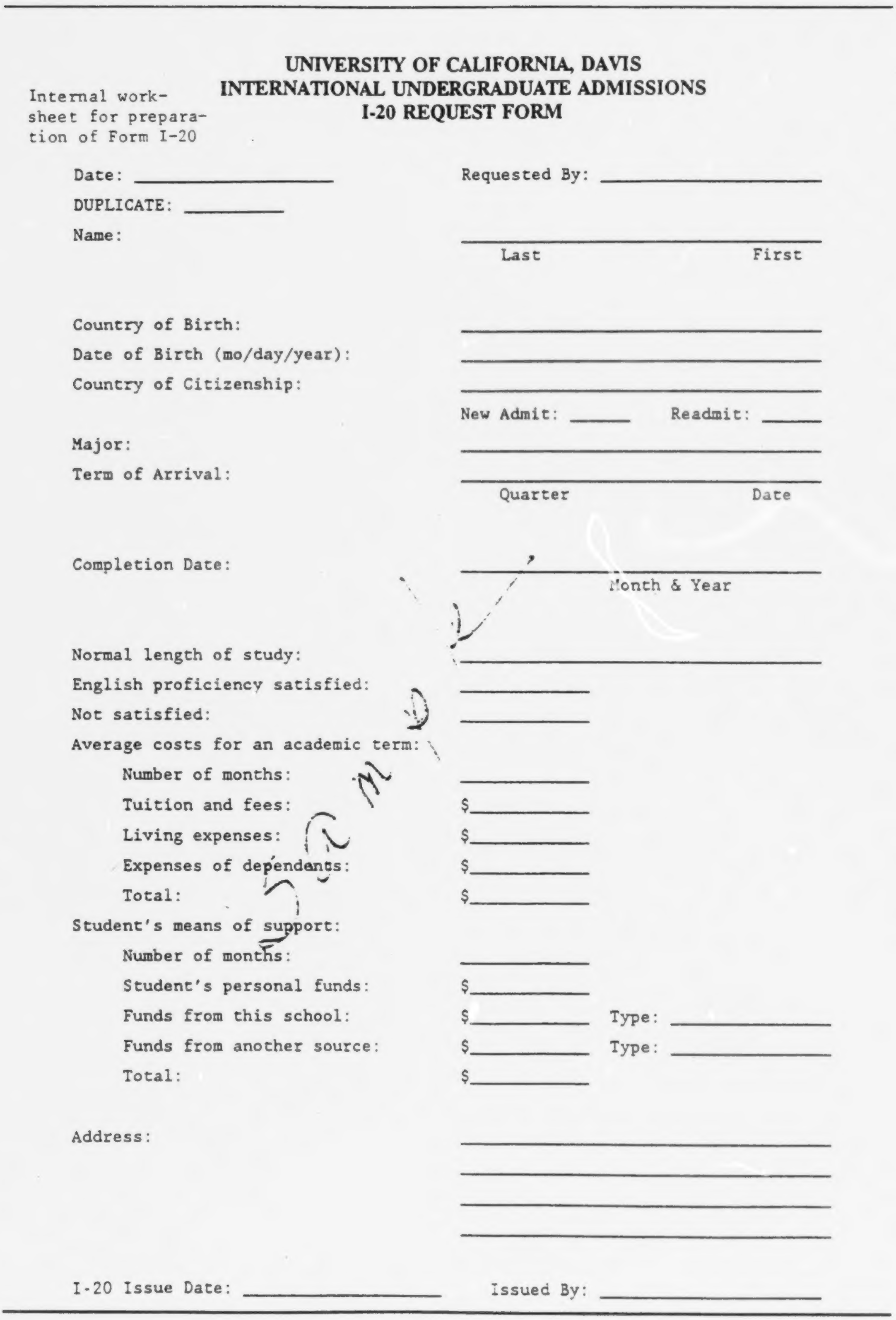
____ TOEFL scores.

____ A financial guarantee showing a sponsor who will guarantee to support you for your entire period of study, that is, two years for a master's degree and four years each for the bachelor's or the doctoral degrees. Include a recent bank balance of at least $_________ for the first year. (If you are going to finance your education yourself, you must provide a bank balance showing enough savings to pay your **entire** expenses until you finish your degree.)

____ An affidavit of support (Form I-134) if your sponsor resides in the United States.

As soon as we receive this information, we will send you the appropriate forms for admission and visa clearance. Please send your reply promptly to the address indicated below.

Document 11.5. Sample Letter to Expedite Certificate of Eligibility
*University of Maryland at College Park*



### UNIVERSITY OF CALIFORNIA, DAVIS
### INTERNATIONAL UNDERGRADUATE ADMISSIONS
### I-20 REQUEST FORM

Internal work-sheet for preparation of Form I-20

Date: ____________ Requested By: ____________

DUPLICATE: ______

Name: ____________
Last First

Country of Birth: ____________

Date of Birth (mo/day/year): ____________

Country of Citizenship: ____________

New Admit: ____ Readmit: ____

Major: ____________

Term of Arrival: ____________
Quarter Date

Completion Date: ____________
Month & Year

Normal length of study: ____________

English proficiency satisfied: ________

Not satisfied: ________

Average costs for an academic term:

- Number of months: ________
- Tuition and fees: $________
- Living expenses: $________
- Expenses of dependents: $________
- Total: $________

Student's means of support:

- Number of months: ________
- Student's personal funds: $________
- Funds from this school: $________ Type: ________
- Funds from another source: $________ Type: ________
- Total: $________

Address: ____________
____________
____________
____________

I-20 Issue Date: ____________ Issued By: ____________

Document 11.6. Sample I-20 Request Form
*University of California, Davis*

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# IMMIGRATION PROCEDURES

## Introduction

This chapter attempts to guide the admissions officer through some basic immigration procedures as they relate to the process of admitting new students. It explains some key responsibilities of the "designated school official" (DSO) and attempts to summarize the central characteristics of F-, M-, and J- statuses and the procedures which govern them. This section is *not* a guide to immigration rules and regulations; however, the admissions officer who also wears the hat of foreign student adviser must look to other sources for guidance on the day-to-day concerns of DSOs and international students.

Especially helpful on the full range of immigration regulations is NAFSA's *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1992 ed.* This manual, which has been paraphrased frequently in this chapter, interprets regulations found in the *Code of Federal Regulations (CFR), Title 8* and *Title 22* (Government Printing Office, with subsequent revisions via the *Federal Register*) and expands them by drawing upon internal Immigration and Naturalization Service (INS) guidelines known as Operations Instructions (OIs). NAFSA's Government Regulations Advisory Committee (GRAC) also publishes through the *Government Affairs Bulletin* a collection of documents containing valuable advice to F-1 students on a wide range of subjects. These handouts and other documents are called the "F-1 GRAC-PACK," and will be made available by NAFSA on computer disk.

The *8CFR*, *22CFR*, and the NAFSA *Adviser's Manual* also are among the most important sources for explanation of the procedures that admissions officers and DSOs must follow in carrying out their duties which are specifically admission-related. The *Manual's* reference to INS Operations Instructions is especially useful because the OIs specify the recordkeeping and reporting duties incumbent on schools and their DSOs.

## Admitting International Students: The School and Its Officials

### Institutional Approval

Schools must obtain approval from Immigration and Naturalization Service to enroll nonimmigrant students. Procedures for seeking this approval are discussed in the *Adviser's Manual 1992,* sec. 3.2. Approval to admit F-1 and M-1 students depends on compliance with INS regulations and may be withdrawn under certain circumstances after a formal review process.

### The DSO

A school's authority to enroll F-1 and M-1 students is expressed through the actions of the designated school official (DSO), who has important responsibilities. An institution may have only five DSOs at one time, regardless of its size, although multicampus institutions may designate up to five DSOs at each campus. The DSO must be "a regularly employed member of the school administration whose office is located at the school" and may not be primarily a recruiter of international students. It is the designated school official who may sign Forms I-20A-B, I-20M-N, I-538, and other school-based documents relating to F- and M- students.

The evolution of federal rules and regulations during the 1980s made schools, through their designated school officials, co-administrators of INS policy. DSOs should review carefully the available advice regarding the fine line they walk in carrying out their responsibilities. It is important, in brief, that DSOs develop a philosophy which helps them to operate above all as educators who must act within the legal framework of federal rules (see, for example, the comments in *Adviser's Manual 1992,* sec. 3.3 and 3.5).

## Guidelines for F-1 and M-1 Status

Approved schools issue Forms I-20A-B and I-20M-N to admitted students so that they may obtain the proper student status (F-1 or M-1) while studying in the United States. Form I-20A-B is issued to academic and language students; form I-20M-N is for vocational students (for comparison, see Figure 10.1).

### *Ground Rules for Forms I-20*

Rules for issuance of Forms I-20A-B and I-20M-N are strict. A Form I-20A-B or I-20M-N must be signed by a DSO *in the United States*, and only after page one is fully complete. Four conditions must be satisfied before a Form I-20A-B or I-20M-N can be issued:

- The student must have made *written* application to the school.
- The student's application, transcripts, financial statement, and supporting documents must have been "received. reviewed, and evaluated at the school's location in the United States."
- A school official must have found that the student meets all standards for admission to the institution.
- A school official responsible for admission must have accepted the student for enrollment in a full course of study, as a fulltime student.

The eligibility granted by a Form I-20 cannot be conditional—that is, the form cannot indicate that admission depends on fulfilling certain conditions, such as completing an ESL program. No fee may be charged for issuance of a Form I-20A-B or I-20M-N (although an institutional *application* fee is of course permissible).

### *Judgment of School Official*

In fulfilling the four conditions above, a school official must apply professional judgment on a number of issues, including:

- **Academic Requirements:** The applicant has, in the institution's judgment, completed preparation equivalent to that required of a U.S.-educated applicant seeking admission at the same level.

- **Language Proficiency:** The applicant has enough proficiency in English to study on a fulltime basis; or, if such proficiency is lacking, arrangements will be made to provide appropriate English instruction.

  To establish proficiency, the institution may require submission of results from a standardized English exam as part of the application process. Such an examination is not compulsory, however, and other proofs of English ability (i.e., interview or performance in previous English courses) may be accepted by the institution. The school need not require English proficiency if the students will be taught in another language in which they are already proficient, or if the students will enroll in a full course of English study.

- **Financial Certification:** The applicant has demonstrated that sufficient funds are available to cover all school expenses (see Chapter 11).

- **Full Course of Study:** The applicant is being admitted to enroll in a full course of study as a fulltime student leading to the attainment of a specific educational, professional, or vocational objective. Note that a "specific objective" is not necessarily a degree, and that short-term study is permissible provided it is aimed at a coherent educational goal.

### *Forms I-20 and the Prospective Student*

There will be times when the school's Form I-20 is slow to arrive or lost in the mail. In such cases it is appropriate for a prospective F-1 student, *but not a prospective M-1 student,* to request from the U.S. consular officer a B-2 visa ("visitor for pleasure") for the purpose of entering the United States. Provided that there is solid evidence of admission to the U.S. school, the consular officer will write "prospective student" on the visa. The student should be able to change to F-1 status after arriving at campus by obtaining a replacement Form I-20A-B.

### *Changes of Status Relating to F- and M- Students*

Admissions officers may have questions about the appropriateness of issuing a Certificate of Eligibility in certain circumstances. Some of these situations are discussed below:

- **M-1 to F-1:** It is not appropriate to issue a Form I-20A-B to a student in M-1 status. M-1 students may not change their educational objective while in the United States and therefore cannot change to F-1 status. It may be appropriate to issue an I-20A-B, however, if the student was initially admitted in M-1 status by error, *or* if the student will be returning home after completion of the vocational program and will apply for readmission to the United States as an academic/language student.

- **B-2 to F-1 or M-1:** The admissions officer or DSO may issue a Form I-20A-B to an individual in B-2 status, but the applicant should be advised that the requested change of status may be denied if the visitor visa is not marked "prospective student." Requests to change from B-2 to M-1 status will be denied by INS.

- **F-2 to F-1:** No special restrictions exist; a Form I-20A-B should be executed in the usual manner.

- **J-1 to F-1:** Unless the exchange visitor (J-1 status) is exempted from the two-year home-country physical-presence requirement (see Exchange Visitor [J] Status), it is not possible to change from J-1 to F-1 status in the United States. Nevertheless, a person in J-1 status may properly receive an I-20A-B, return home and apply at a U.S. consulate for an F-1 visa, and thereby return to the United States without delay in F-1 student status. The individual still would be bound by the terms of the two-year rule.

## ■ Preparation of Form I-20 for F-1 and M-1 Status

The Form I-20A-B (Certificate of Eligibility for Nonimmigrant [F-1] Student Status) currently in use was authorized in 1988. A new version of the form is in preparation but no date of release has been announced. Although two versions of the I-20M-N (Certificate of Eligibility for Nonimmigrant [M-1] Student Status) are approved for use, most DSOs are now using the four-page version issued in May 1990. The comments below apply to both I-20A-Bs and I-20M-Ns (1990 version) except as noted.

### School Information

The school name, school official, and school address lines should give the central contact point for INS matters pertaining to the admitted student. You may choose to designate the official or office to whom the student should report upon arrival at the institution. The school file number identifies the district that has jurisdiction over the school and always should be included.

### Admission Information

Items 3-6 (I-20A-B; items 1-8 on the I-20M-N) show that the school has reviewed and evaluated the student's application before issuing the Form I-20.

- **Item 3:** item (a), "Initial attendance at this school" should be checked when the student is new to the institution, either from abroad or from within the United States

- **Item 3b** (Continued attendance):

  **I-20A-B:** Item 3b (Transferred from ______________ [name of previous institution]) *also* should be marked and completed when the student is transferring from another U.S. college or university (not a foreign one). This applies both to transfer within the same level of education and to a new level. Transfer from a U.S. English language program to an academic institution also constitutes "transfer" for the purposes of this item.

- **Item 3e** (Other) may be used in conjunction with **3b** (continued attendance) when the student is continuing to a new program but in an educational level comparable to the old one (i.e., fifth-year or second-bachelor's status after the initial bachelor's degree). "Other" also may be used in combination with **3a** (initial attendance) to cover a newly admitted graduate or professional student whose first degree is about to be completed in the United States, and who will therefore undergo a "change in level" when enrolling at the new school.

**I-20M-N:** Item **3b** *also* should be marked and completed when the student is transferring from another U.S. vocational institution. Note that an M-1 student generally may not transfer schools after six months in M-1 status.

- **Item 3d** is used to establish the F-2 or M-2 classification for a spouse and children at a time *after* the student has entered the U.S. in F-1 or M-1 status. Names and birth dates of the dependents should be entered on p. 4. The school official is verifying that sufficient funds are available to sustain the family members seeking F-2 or M-2 classification.

- **Item 5:** The "major field of study" probably is the one indicated by the student as part of his or her application, though the DSO should be sure to state the exact title of the program to which the student has been offered admission.

  **I-20A-B:** At the undergraduate level, some students are undecided or are not yet ready to enter a department. In these cases a broad designator such as Science, Business, Liberal Arts, Pre-major, etc., is appropriate.

  **I-20M-N:** *The "major field" designation is especially important because an M-1 student, unlike an F-1 student, cannot change fields of study.*

**Arrival**

The DSO should indicate the *latest* date by which the student can arrive at the school to complete registration and begin classes on time. The student will be permitted to enter the United States up to 60 days prior to this date. A notation under "Remarks" should be used if the school wishes to recommend an earlier date of arrival for orientation or other purposes.

**Length of Study**

**I-20A-B:** The "normal length" of the course of study is the standard duration of the program, from beginning to end. "Four years," then, would be the length given for most bachelor's degrees; periods given for master's and doctoral degrees vary, but three and five years, respectively, are commonly assigned. The "expected date of completion," on the other hand, refers to the projected date for the student named on the I-20, taking into account any advanced standing which will be granted. This date should not be moved forward on grounds that the student might study year-around or take unusually heavy course loads, unless this is standard practice in the program to which the student is admitted.

(Note: under INS guidelines a grace period of up to one year may be added to a student's estimated date to complete a program of study. Although not required, it is good practice to add this grace period when possible because of the procedural burdens involved in seeking the necessary program extensions when the completion date has expired.)

**I-20M-N:** The "normal length of study" is the standard duration of the program, from beginning to end (i.e., six months or one year). The date of completion may be more than one year from the reporting date, but in such cases the I-20M-N must be reissued each year. The student has 30 days beyond the completion date to depart from the United States.

- **Item 6:** In almost every case the DSO will indicate that English proficiency is required of the new student (exceptions would be a fulltime English language program or a program taught wholly in another language in which the applicant already is fluent), and then mark item 6(a) or 6(b) as appropriate. If the student has been judged already proficient in English, it is good practice—though not mandatory—to state under "Remarks," or elsewhere on the form, how the institution determined this proficiency (i.e., TOEFL=600 or some other brief notation).

### Financial Information

Items 7 and 8 give a thumbnail balance sheet of the institution's costs and the student's resources. For a more detailed discussion of the procedural considerations behind these two items, see the chapter on Certification of Finances.

### School Certification

The Form I-20 certifies that certain steps have been taken to comply with laws and regulations regarding admission of international students. The form should therefore be completed fully and carefully, with due attention to the responsibility being assumed by the DSO in signing the document (see the affirmation below signature line).

### Dispatching the I-20

After signing the dated form at the bottom, the DSO should make a photocopy for the institution's files and then remove the carbon copy between the School Copy and Student Copy before delivering *both* copies to the student.

## Automated Preparation of the Certificate of Eligibility

It could be argued that the impulse to automate the production of I-20s and IAP-66s is directly related to the era of the microcomputer (see Chapter 5 for a full discussion of using the computer in international admissions). The penetration of PCs, clones, or MacIntoshes into virtually every college office was roughly concurrent with the appearance of I-20s and IAP-66s that were notoriously tedious to prepare. With new technology literally at their elbows, DSOs were prompted to consider ways to lighten the chore of producing these documents.

### Printing the Forms

Government-issue I-20s and IAP-66s were intended to be filled out with a typewriter—designed, one suspects, by someone not wholly familiar with that machine. Since much of the increased speed of computer-assisted production comes from rapid printing, it is important that the forms themselves be adapted to modern equipment.

The first important breakthrough on this score came from the University of Michigan, which has obtained INS approval to reprint the I-20A-B as a continuous tractor-feed NCR form, perforated at the sides, top, and bottom. Copies of these forms may be ordered from the UM's International Center (603 E. Madison, Ann Arbor, MI 48109; cost is $18 per hundred). It is possible that the Government Printing Office also will make available a tractor-feed version of the I-20, but at press time no announcement had been made.

Whatever the source of the form itself, any process that mimics the typewriter requires a dot-matrix (or impact) printer. Some international offices have experimented with producing the entire I-20 or IAP-66—both the form and its data—as a single laser-printed document. Those interested in this approach will want to monitor the progress reported by NAFSA and others on the Inter-L e-mail network.

### Software Packages

Small-volume offices also can benefit from computerized approaches. DSOs and ROs who wish to partially automate can consider the following ideas:

- **Wordprocessing programs:** A wordprocessor can be used to create documents which are in effect templates for the I-20 or IAP-66. Setting up the proper spacing is difficult, but reasonable results can be obtained through trial-and-error. An even simpler technique is to use the word processor to preprint the information which is repeated on virtually every form. Student-specific information then can be added by a typist.

- **Commercial forms packages:** Several software companies sell programs designed to speed the preparation and printing of forms. These programs allow the preparer to create a template for virtually any form and to incorporate calculations and other shortcuts. The best packages can be integrated with off-the-shelf database programs. This will permit the preparer to download the data needed for an I-20 or IAP-66 from a mainframe into a program such as Lotus 1-2-3 or Excel, and then move the information into the fields of the form-printing program.

### Mainframe Solutions

The DSO or RO with a truly large form workload should consider calling upon the services of the school's computing center. It is well within the reach of any competent campus data processing unit to develop a scheme to produce a complete (or nearly complete) I-20 or IAP-66 as part of every international student's offer of admission. When and if institutionally-produced, laser-printed certificates become commonplace, this approach may well be the standard practice for medium- and large-scale institutions.

## ■ M-1 Status: Definition and Relationship to F-1 Status

M-1 student status is appropriate for an international student who plans to pursue a full course of study at an established vocational or other "recognized nonacademic institution" authorized to enroll M-1 students. The range of institutions covered by M-1 provisions is fairly broad, and includes:

- Community, technical, and junior colleges.
- Postsecondary vocational and business schools which confer recognized degrees or have established that their credits are accepted by recognized institutions of higher education.
- High schools offering a vocational or other nonacademic curriculum.

A school's general responsibilities in arranging for M-1 student status are outlined in section III; advice on preparing the I-20M-N is given in section IV. Three items of special interest to the DSO are mentioned below.

### *Choosing the Appropriate Status*

A school authorized to issue both I-20A-Bs and I-20M-Ns should make a careful assessment of the applicant's goals before deciding which form to prepare. If the student's goal is a single, terminal technical or vocational program, the I-20M-N is appropriate. On the other hand, if the student has goals that may ultimately lead to a bachelor's or professional degree, it is far preferable to arrange for F-1 student status through issuance of Form I-20A-B. The *student's intent* is important in this determination, and the DSO may wish to construct the school's application form in a way that requires the international applicant to declare a primary intent (vocational/technical vs. academic/professional) as part of the admission process.

### *ESL and Vocational Students*

Because F-1 status is by definition an appropriate status for language training, the DSO may wonder about the proper documents for an ESL student bound for vocational training. Federal regulations are clear on this point: if the student's primary intent is vocational/technical training, and if English instruction is being sought at the same institution, the student must be documented on Form I-20M-N.

### *Terms of Admission*

In contrast to F-1 students, M-1 students are not eligible for admission to the United States for "duration of status." They are admitted to the country until a specified date and, while the initial period may be extended to complete the proposed program, the authorized stay written on the Student Copy of the I-20M-N will not exceed one year at any given time.

## ■ Getting a Visa: "What Becomes of that I-20 I Signed?"[1]

### *Starting the Process*

The admissions officer needs to know that the initial decision to admit an international student to the United States normally is made not by the Immigration and Naturalization Service, but rather by the U.S. State Department.[1] The prospective student begins the visa process by applying for a student visa at the nearest U.S. consulate or embassy (or in Taiwan, at the American Institute). There a visa officer may review the student's passport, properly endorsed Form I-20, financial documentation, and proof of English proficiency to determine whether the student is eligible to receive a student visa.

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[1] Modified from the 1987 edition of the *Guide for International Admissions and Evaluations Officers*, which was adapted from an article by Joann Stedman

### Criteria

The decision as to whether to grant the student visa will not hinge solely on the student's academic circumstances. The visa applicant must be able to show proof of a residence in another country that he or she has no intention of abandoning. A variety of considerations—whether there are siblings already studying in the United States; whether other relatives have already emigrated or have a business here; the family's financial stability; in short, any documentable evidence that the student might not return to the home country after completing the course of study—can weigh more heavily in the visa officer's decision than "mere" academic eligibility.

### Role of Consular Official

The visa officer may decide that the student is not eligible for the visa and deny the application. The student might reapply as early as the next day because the denial may have been on grounds of insufficient documentation. *The ultimate decision to approve or deny, however, is a matter of the visa officer's professional judgment and is not subject to second-guessing by the U.S. school.* Even so, a letter of clarification or other communication from the school to the visa officer may be helpful in cases where academic eligibility, date of arrival, or some similar issue was a factor in the denial.

An approved visa probably will be issued within a few days, except in cases of certain countries where delays for security checks are commonplace (i.e., China, Iran, Iraq, Libya, and some former Eastern-bloc countries). The embassy or consulate returns the Form I-20A-B or I-20M-N to the student for presentation at the United States port of entry.

### Port of Entry

Upon arrival in the United States, the student will go through the Immigration and Naturalization station at the port of entry. Here the Form I-20 and financial documentation are presented again. The immigration official must be satisfied that the student plans to attend the institution named in the visa. If permission to enter the United States is given, the INS officer will issue the student the departure portion of a Form I-94 (Arrival/Departure Record), which shows F-1 or M-1 status and a unique "admission number." The officer retains the "School Copy" portion of the Form I-20 and gives the student the "Student Copy" portion (called the Form I-20 ID) bearing the admission number and the place and date of admission. This I-20 ID and lifelong admission number become the student's permanent record of student status, and should be kept so long as there is any chance of reentering the United States in student status.

### Period of Admission

The F-1 student is admitted to the United States for "duration of status"—that is, the period during which the student is maintaining satisfactory progress in a full course of study, plus authorized practical training if any, plus 60 days to prepare for departure from the United States. The M-1 student, on the other hand, is admitted to the United States through a specified date. The period of time cannot exceed one year (plus 30 days to arrange for departure from the country), although M-1 status may be renewed when the year expires.

The new student is required to attend the school listed on the I-20 ID for at least some period of time; failure to do so results in the student being out of status and he or she must apply for reinstatement.

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[1] Exceptions to visa and passport requirements may include, under appropriate circumstances, Canadian citizens and landed immigrants, and citizens of the Republic of the Marshall Islands and the Federated States of Micronesia. Such individuals may present themselves directly to an immigration officer at a port of entry to seek F-1 or M-1 student status.

## Forms and Recordkeeping

### *Common Forms and Ordering Information*

For more complete information about various forms and their purposes, consult the guides mentioned at the beginning of this chapter.

| Form | Purpose | Ordering Information |
|---|---|---|
| I-17A | Used by school to designate up to five Designated School Officials (DSOs) who may sign Forms I-20. A new form should be submitted to INS when one of the previously approved DSOs is changed. | Local INS Office |
| I-20A-B;<br>I-20M-N | Certificates of Eligibility, prepared by schools authorized to admit nonimmigrant students and used by the student to seek F-1 or M-1 status for study in the United States. | U.S. Government Printing Office[§]<br>A-B: Stock #027-002-00373-0 $19/hundred<br>M-N: Stock #027-002-004003-5 $14/hundred |
| I-20 ID | Second sheet (pages 3–4) of the Form I-20-A-B or I20M-N; also called the ID Copy or Student Copy. Constitutes the student's permanent record of student status. | N/A |
| I-94 | Arrival/Departure Record given to student upon arrival to show valid admission at a U.S. port of entry. Kept by student but surrendered upon departure from the United States. | N/A |
| I-538 | Certification submitted to INS by the DSO in support of a program extension for an F-1 student, or to report practical training or off-campus employment. | Local INS Office |
| I-539 | Application for extension of stay (for an M-1 student) or a change of nonimmigrant status. Also filed to request reinstatement to F-1 or M-1 status. | U.S. Government Printing Office[§]<br>Stock #027-002-00420-5 |
| IAP-66 | Certificate of Eligibility issued by an approved sponsor to participant in an exchange visitors program. Used to apply for J-1 status. | U.S. Information Agency* |

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*Prices as of April 1993; all prices subject to change.*

[§] *Send written orders to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.*

**Send written requests to: Exchange Visitors Program Services, USIA, 301 4th Street, SW, Washington. DC 20547.*

### *Required Records and Documents*

A school must maintain certain documents and information on each F-1 and M-1 student for whom it has issued a Form I-20A-B or I-20 M-N during the entire time the student attends the school and until the school reports to INS that the student has left the institution or failed to carry a full program of study. The following information must be maintained on each student:

- Name.
- Date and place of birth.
- Country of citizenship.
- Address (residence address, not a PO box).
- Fulltime or part-time status.
- Date of commencement of studies.
- Degree program and field of study.
- Whether student has been certified for practical training; beginning and ending dates of certification.
- Termination date (i.e., date enrollment at institution ends) and reason, if known.
- Documents and information related to student's qualifications for admission.
- Number of credits completed each term.
- Photocopy of student's I-20ID Copy.

This information need not be located in a central place, but it must be available to any specific INS inquiry.

## Exchange Visitor (J) Status

Exchange visitor (J) status is governed in substantial measure by enabling legislation known as the Fulbright-Hays Act (1961). The Exchange Visitors Program, initially directed by the Department of State, has been overseen since 1978 by the United States Information Agency (USIA). The program provides for the exchange of students, scholars, trainees, teachers, professors, researchers, specialists, and other similar persons under the sponsorship of an agency or organization that has been designated by USIA as an exchange visitor sponsor.

The exchange visitor classification has its own Certificate of Eligibility, the IAP-66. The IAP-66 is issued by a sponsoring agency or organization that has been authorized to pursue specified educational objectives under the exchange visitor program. A U.S. college or university may be, but need not be, that sponsoring agency. Each sponsor has an identifying number and appoints a "responsible officer" (analogous in many respects to the "designated school official," and referred to below as the RO) to administer the exchange program.

This section can only sketch some central provisions of *one* aspect of J status: the regulations that relate to the enrollment of students, especially where the institution itself will act as the sponsoring agency. This summary aims to reflect important changes introduced when the regulations for the Exchange Visitors Program were wholly revised in 1993. ROs responsible for college and university students will find the relevant sections of the regulations in Title 22 of the *Code of Federal Regulations (CFR)*, secs. 514.1–16; 514.23; 514.41–44; 514.50; and 514.60–62.

### The Sponsoring Agency

USIA has defined the kinds of organizations that may serve as sponsors under the Exchange Visitors Program; colleges and universities are merely one type. It is beyond the scope of this section to discuss the procedure for becoming a sponsor. Readers interested in the process of becoming a sponsor will need to consult *22 CFR*, secs. 514.5 and 514.6 for further information.

Even if an institution has no interest in *sponsoring* J-1 students, the likelihood of having exchange visitors on campus, admitted as international students by the institution but brought into the United States via a third-party sponsor, makes it worthwhile to be acquainted with "J" regulations. Many schools, however, will be in a position to choose between J-1 or F-1 status for some students. The responsibilities and procedures of exchange-visitor sponsorship are thus bound up with a range of international admission activities. Most of the following comments are focused on the nexus between admission and sponsorship.

### *Obligations of the School as Exchange Visitor Sponsor*

#### Obligations to the Student

As was mentioned, the Exchange Visitors Program is largely conducted by USIA-designated program sponsors who recruit, place, and supervise exchange participants. Exchange visitor sponsors have a number of obligations which are analogous to those related to enrolling F-1 or M-1 students. The sponsor's "responsible officer" (who may designate other "alternate responsible officers") is obliged to be thoroughly familiar with Exchange Visitors Program regulations. Elaborate rules spell out sanctions for sponsors who fail to abide by federal rules.

When the U.S. school is the sponsoring agency, it must ensure that exchange visitors are eligible for the program and that the program is suitable to their backgrounds and experience. The college or university must provide the participant with specific information about travel, housing, and costs. It must explain the characteristics of the Exchange Visitors Program including the home-country physical presence requirement. It assumes the responsibility for verifying that the participant has adequate English proficiency (or will be provided with instruction if proficiency is lacking) and also has sufficient funds to pay for all anticipated expenses (see Chapter 11). Finally, the school in its role as sponsor must provide appropriate orientation both to acquaint the visitor with the program and foster in the visitor a positive impression of American society.

### *Obligations to the USIA*

In 1993 the USIA established significantly tighter controls on the issuance and custody of Form IAP-66. The sponsor now must keep a record of all forms used, including those destroyed or deemed unusable, and account for the forms to USIA as part of annual reporting procedures.

Sponsors also must "monitor" the visitors participating in their program to ensure 1) that they are involved in the activities announced on the IAP-66; 2) that their progress and welfare are maintained; and 3) that their addresses, phone numbers, etc., are available to the USIA, if needed. Sponsors must retain all records relating to exchange visitor activities for three years.

These responsibilities are exercised through the "responsible officer." In addition to advising and assisting exchange visitor participants, the RO must report as required to USIA and the INS, and to act as custodian of Form IAP-66.

### *The Student as Exchange Visitor*

Students are eligible to be exchange visitors if they will come to the United States "for the purpose of pursuing a formal course, or any combination of courses, research, or teaching, leading to a recognized degree or certificate, in an established school or institution of learning." They may stay for an additional period of up to 18 months (36 months for postdoctoral research) for what formerly was called practical training, and now is designated as "academic training."

College and university students may be placed in Exchange Visitors Programs when at least one of these conditions is met:

- The student's academic program is funded by a) the U.S. government; b) the government of the exchange visitor's home country; or c) an international organization of which the United States is a member.
- The program is carried out under an agreement between the United States and a foreign government.
- The program is carried out under a written agreement between American and foreign educational institutions.
- The student is supported "substantially" by scholarships designed to promote international educational exchange (this category includes students funded by the U.S. school itself).

Exchange visitor students must be either pursuing a full course of study leading to a degree, or engaged in a fulltime, prescribed course of study of up to 24 months that need not result in a degree. The school may use its own definition of "fulltime study" to monitor this requirement.

### Distinctive Features of Exchange Visitor Status

Some of the characteristic features of exchange visitor status for students—especially those features modified by the 1993 regulations—can be summarized as follows:

- **Sponsorship with Special Obligations:** The agency that sponsors a J-1 student takes on responsibilities for the student's exchange activity in the United States. A college's or university's sponsorship includes the duty to provide a certain level of academic and personal service to the exchange visitor. The new 1993 regulations reinforce this principle by elaborating a range of sanctions and penalties which can be applied for negligence or willful violation of USIA rules.

- **Two-Year Home-Country Physical-Presence Requirement:** Certain J-1 exchange visitors are required to live in their home countries for two years after completing their U.S. exchange activity before they are eligible to apply for permanent-resident status or for temporary statuses such as H (temporary worker), H (trainee), or L (intracompany transfer). This requirement applies if the exchange visitor is a) financed by the U.S. government or his own government; b) a national or resident of a country in which his special skills are needed; or c) an individual who came as an exchange visitor to obtain graduate medical education or training.

- **Flexibility in Employment:** Whereas in the past a J-1 student's on-campus employment had to be tied to a scholarship, fellowship, or assistantship, new regulations (effective March 1993) allow on-campus work up to 20 hours per week without special authorization. Also, exchange visitor students may engage in paid employment for academic training for up to 18 months (36 months for post-doctoral research), during as well as after completion of the course of study. Moreover, the responsible officer can authorize off-campus employment for an exchange visitor in cases of "urgent financial need," provided the student can still maintain a full course of study.

### Form IAP-66

Form IAP-66 is issued in much the same way as a Form I-20A-B. The responsible officer fills out the form and sends the top three copies directly to the student with instructions on applying for a J-1 visa. (The fourth copy is kept by the RO for the sponsor's files.)

The USIA's *Codes for Educational and Cultural Exchange*, supplied to each program sponsor, gives detailed instructions for completing the IAP-66. Some of the information required for this form may not be captured in the school's regular application procedures; it is therefore important to decide about the use of exchange visitor status at the earliest possible time.

Responsible officers obtain copies of Form IAP-66 by writing to USIA's Exchange Visitors Facilitative Staff. ROs are to request a one-year supply of forms, with the quantity subject to review by the agency. Only requests from the RO, or an "alternate responsible officer," will be honored. A Form IAP-66 may not be given or loaned to another sponsor unless authorized in writing by USIA.

### Procedural Changes in J-1 Exchange Visitor Regulations

Some other changes in USIA's regulations for exchange visitors may be of interest to admission officers, even though they are not strictly related to the admission of students with J-1 status:

- **Extension of Program:** The old regulations required exchange visitors to submit an application for extension of stay to the INS in order to extend their J-1 program. Under the new regulations, J-1 exchange visitors will be admitted to the U.S. for "duration of status," and their I-94 cards will be marked "D/S." To extend the exchange visitor's participation in the program beyond the dates indicated on the IAP-66 form, the sponsor need only issue a new IAP-66 and send notification to USIA. (Current exchange visitors without "duration of status" still must file an application and fee for extension of stay, at which time they will be converted to "D/S.")

- **Academic Training:** In addition to the liberalized provisions mentioned above under "Flexibility of Employment," the rules now permit authorization of up to 36 months of academic training for postdoctoral research after completion of a Ph.D. All academic training must be authorized in writing to the responsible officer in the sponsoring organization.

- **Transfer of Program:** The new regulations modify the procedure for requesting a transfer from one Exchange Visitors Program to another by permitting the exchange visitor's sponsor, rather than the INS, to approve the transfer.
- **Change of Category:** USIA may permit exchange visitors to change the category of their participation (e.g., from J-1 scholar to J-1 student), provided the change is consistent with the participant's original objective and is necessary because of unusual or exceptional circumstances. Formerly, a change of category was almost impossible.
- **Insurance:** Effective September 1, 1994, each J-1 exchange visitor and any J-2 spouse and dependent must maintain insurance coverage that will provide certain levels of medical benefits, repatriation of remains, and expenses associated with possible medical evacuation.
- **Termination of Exchange Visitors:** Sponsors will be required to terminate an exchange visitor's participation in a program if the exchange visitor fails to pursue the activities which were the reason for admission; is unable to continue in the program; violates the Exchange Visitor Program regulations or the sponsor's rules if, in the opinion of the sponsor, termination is warranted; or willfully fails to maintain the required insurance coverage. Unauthorized employment also is grounds for termination.

## Comparison of F, M, and J Statuses

| | **F-1 Status** | **M-1 Status** | **J-1 Status** |
|---|---|---|---|
| Purpose | Nonimmigrants pursuing a full course of study at an academic or language institution authorized to admit international students. | Nonimmigrants pursuing a full course of study at an established vocational or other recognized nonacademic institution authorized to enroll international students. | Nonimmigrants under the sponsorship of an organization or institution which has previously been approved by the USIA. |
| Primary Form | I-20A-B | I-20M-N | IAP-66 |
| Authorized Stay | Duration of Status (D/S) to complete one educational objective. | Specific period not to exceed one year at a time. | J-1 students admitted for Duration of Status (D/S) to complete educational objective. |
| Program Extension OR Extension of Stay | Notification via Form I-538 and new I-20A-B for same degree or educational objective. | I-539 required to permit student to complete specified objective when authorized stay expires. | New IAP-66 issued; USIA notified of extension. |
| School Transfer | Notification to INS with special procedures if within same educational objective. | Application with Form I-539; prohibited after six months in M-1 status. | Requires approval of the sponsoring agency and notification to USIA. |
| Employment | Up to 20 hours per week on campus permitted. Off-campus work authorization possible based on economic hardship. | Not permitted. | Up to 20 hours per week on campus. Off-campus authorization possible based on economic hardship. "Academic training" off campus (max: 18 months; max: 36 months for postdoctoral research) includes paid work during and/or after course of study. |
| Practical Training | 12 months maximum for Optional (i.e., no curricular) PT. | One month for each four months of study; six months maximum. | 18 months maximum; 36 months maximum postdoctoral research (see academic training above). |

## Who Can Study Without Documentation?

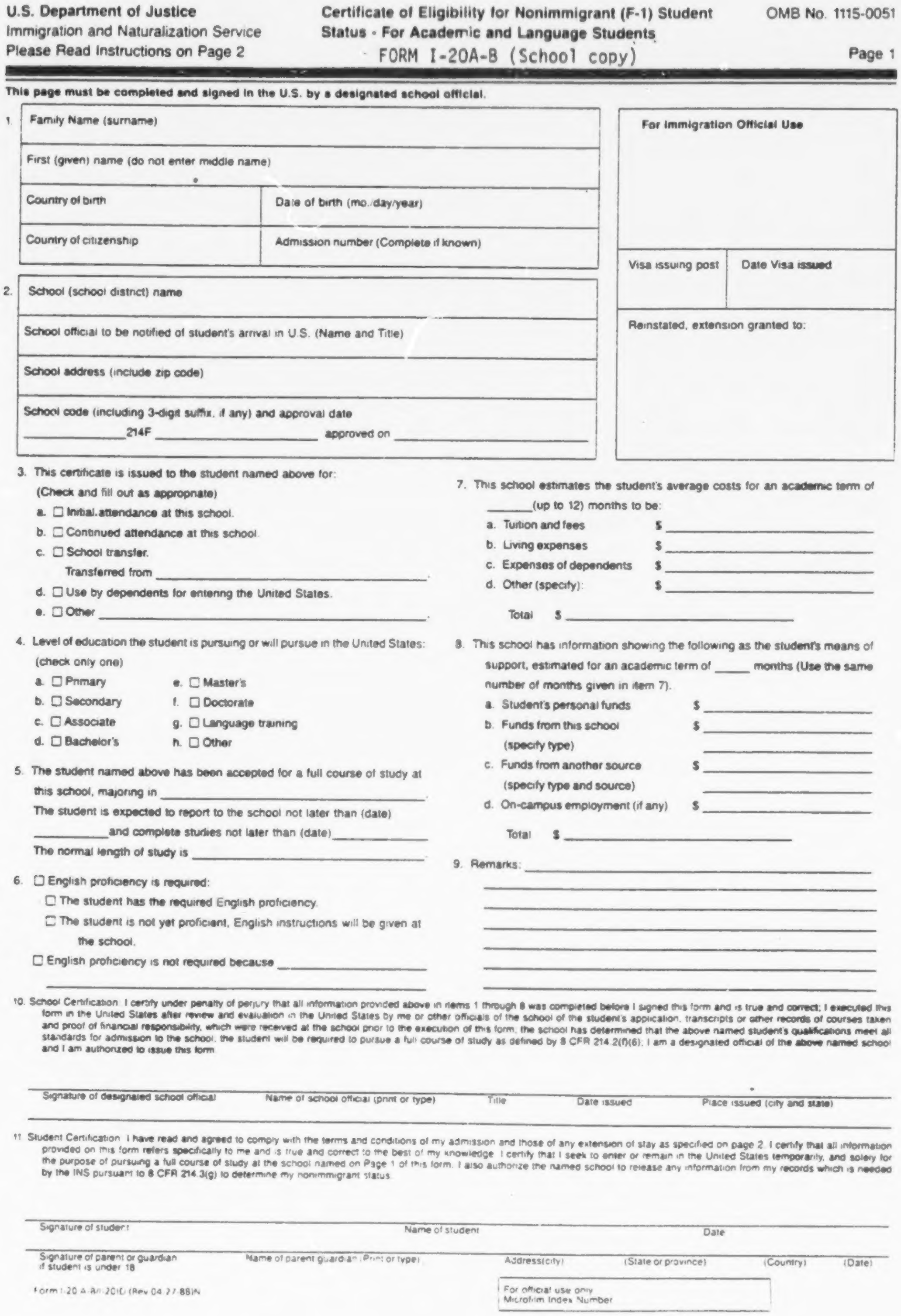
The preparation of Certificates of Eligibility—and the fielding of anxious, insistent queries about them—can become so routine that the admissions officer may forget about that fraction of the foreign student population which can study at a school, even on a full-time basis, without any special arrangements at all.

These fortunate folk are in the United States temporarily, under a variety of nonimmigrant classifications which do not prohibit their attending school. The DSO will want to be aware of these classifications not only on grounds of giving better service to applicants, but also on grounds of work load: school officials have no formal responsibilities concerning these student aliens.

Individuals in the following classifications are not prevented from being students *by the terms of their status*: A, B, E, F-2, G, H, I, J-2, K, L, M-2, N, O, P, Q, R.

The list may seem odd at first glance, especially when the B (visitor) series is noted. But the school official will easily grasp the difference between being *permitted to study* on the one hand, and *embarking on a full-time student career* on the other. For instance, a man admitted to the U.S. in a diplomatic (A-series) status would not be fulfilling the terms of his admission by taking on study as a principal activity. The A- or B-series alien who wishes to study full-time must seek an appropriate student classification; but part-time study, and even occasional short-term, fulltime study, would not require issuance of a Form I-20 or a request for a change of status.

Note, moreover, that *dependents* of those in any of these statuses may be fulltime students without coming into conflict with any requirements of their status. The young son or daughter of an L-1 or H-1 alien who has been admitted to your school will want to think carefully before exchanging the freedom obtained under their dependency for the relatively restrictive terms of F-1 status.



**U.S. Department of Justice**
Immigration and Naturalization Service
Please Read Instructions on Page 2

**Certificate of Eligibility for Nonimmigrant (F-1) Student Status - For Academic and Language Students**
FORM I-20A-B (School copy)

OMB No. 1115-0051

Page 1

**This page must be completed and signed in the U.S. by a designated school official.**

1. Family Name (surname)
First (given) name (do not enter middle name)
Country of birth
Date of birth (mo./day/year)
Country of citizenship
Admission number (Complete if known)

2. School (school district) name
School official to be notified of student's arrival in U.S. (Name and Title)
School address (include zip code)
School code (including 3-digit suffix, if any) and approval date
__________ 214F __________ approved on __________

**For Immigration Official Use**
Visa issuing post
Date Visa issued
Reinstated, extension granted to:

3. This certificate is issued to the student named above for:
(Check and fill out as appropriate)
a. ☐ Initial attendance at this school.
b. ☐ Continued attendance at this school.
c. ☐ School transfer.
Transferred from __________
d. ☐ Use by dependents for entering the United States.
e. ☐ Other __________

4. Level of education the student is pursuing or will pursue in the United States:
(check only one)
a. ☐ Primary
b. ☐ Secondary
c. ☐ Associate
d. ☐ Bachelor's
e. ☐ Master's
f. ☐ Doctorate
g. ☐ Language training
h. ☐ Other

5. The student named above has been accepted for a full course of study at this school, majoring in __________
The student is expected to report to the school not later than (date) __________ and complete studies not later than (date) __________
The normal length of study is __________

6. ☐ English proficiency is required:
☐ The student has the required English proficiency.
☐ The student is not yet proficient, English instructions will be given at the school.
☐ English proficiency is not required because __________

7. This school estimates the student's average costs for an academic term of ______ (up to 12) months to be:
a. Tuition and fees $ __________
b. Living expenses $ __________
c. Expenses of dependents $ __________
d. Other (specify): $ __________
Total $ __________

8. This school has information showing the following as the student's means of support, estimated for an academic term of ______ months (Use the same number of months given in item 7).
a. Student's personal funds $ __________
b. Funds from this school $ __________
(specify type) __________
c. Funds from another source $ __________
(specify type and source) __________
d. On-campus employment (if any) $ __________
Total $ __________

9. Remarks: __________

10. School Certification: I certify under penalty of perjury that all information provided above in items 1 through 8 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form; the school has determined that the above named student's qualifications meet all standards for admission to the school; the student will be required to pursue a full course of study as defined by 8 CFR 214.2(f)(6); I am a designated official of the above named school and I am authorized to issue this form.

Signature of designated school official | Name of school official (print or type) | Title | Date issued | Place issued (city and state)

11. Student Certification: I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay as specified on page 2. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on Page 1 of this form. I also authorize the named school to release any information from my records which is needed by the INS pursuant to 8 CFR 214.3(g) to determine my nonimmigrant status.

Signature of student | Name of student | Date

Signature of parent or guardian if student is under 18 | Name of parent/guardian (Print or type) | Address(city) | (State or province) | (Country) | (Date)

Form I-20 A-B/I-20ID (Rev 04-27-88)N

For official use only
Microfilm Index Number

Document 12.1a. Immigration Form 1-20A-B (School Copy)

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Authority for collecting the information on this and related student forms is contained in 8 U.S.C. 1101 and 1184. The information solicited will be used by the Department of State and the Immigration and Naturalization Service to determine eligibility for the benefits requested.

## INSTRUCTIONS TO DESIGNATED SCHOOL OFFICIALS

1. **The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.** Designated school officials should consult regulations pertaining to the issuance of Form I-20 A-B at 8 CFR 214.3 (K) before completing this form. Failure to comply with these regulations may result in the withdrawal of the school approval for attendance by foreign students by the Immigration and Naturalization Service (8 CFR 214.4).

2. **ISSUANCE OF FORM I-20 A-B.** Designated school officials may issue a Form I-20 A-B to a student who fits into one of the following categories, if the student has been accepted for full-time attendance at the institution: a) a prospective F-1 nonimmigrant student; b) an F-1 transfer student; c) an F-1 student advancing to a higher educational level at the same institution; d) an out of status student seeking reinstatement. The form may also be issued to the dependent spouse or child of an F-1 student for securing entry into the United States.

**When issuing a Form I-20 A-B, designated school officials should complete the student's admission number whenever possible to ensure proper data entry and record keeping.**

3. **ENDORSEMENT OF PAGE 4 FOR REENTRY.** Designated school officials may endorse page 4 of the Form I-20 A-B for reentry if the student and/or the F-2 dependents is to leave the United States temporarily. This should be done only when the information on the Form I-20 remains unchanged. If there have been substantial changes in item 4, 5, 7, or 8, a new Form I-20 A-B should be issued.

4. **REPORTING REQUIREMENT.** Designated school official should always forward the top page of the Form I-20 A-B to the INS data processing center at P.O. Box 140, London, Kentucky 40741 for data entry except when the form is issued to an F-1 student for initial entry or reentry into the United States, or for reinstatement to student status. (Requests for reinstatement should be sent to the Immigration and Naturalization Service district office having jurisdiction over the student's temporary residence in this country.)

**The INS data processing center will return this top page to the issuing school for disposal after data entry and microfilming.**

5. **CERTIFICATION.** Designated school officials should certify on the bottom part of page 1 of this form that the Form I-20 A-B is completed and issued in accordance with the pertinent regulations. The designated school official should remove the carbon sheet from the completed and signed Form I-20 A-B before forwarding it to the student.

6. **ADMISSION RECORDS.** Since the Immigration and Naturalization Service may request information concerning the student's immigration status for various reasons, designated school officials should retain all evidence which shows the scholastic ability and financial status on which admission was based, until the school has reported the student's termination of studies to the Immigration and Naturalization Service.

## INSTRUCTIONS TO STUDENTS

1. **Student Certification.** You should read everything on this page carefully and be sure that you understand the terms and conditions concerning your admission and stay in the United States as a nonimmigrant student before you sign the student certification on the bottom part of page 1. **The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.**

2. **ADMISSION.** A nonimmigrant student may be admitted for duration of status. This means that you are authorized to stay in the United States for the entire length of time during which you are enrolled as a full-time student in an educational program and any period of authorized practical training plus sixty days. While in the United States, you must maintain a valid foreign passport unless you are exempt from passport requirements.

You may continue from one educational level to another, such as progressing from high school to a bachelor's program or a bachelor's program to a master's program, etc., simply by invoking the procedures for school transfers.

3. **SCHOOL.** For **initial** admission, you must attend the school specified on your visa. If you have a Form I-20 A-B from more than one school, it is important to have the name of the school you intend to attend specified on your visa by presenting a Form I-20 A-B from that school to the visa issuing consular officer. Failure to attend the specified school will result in the loss of your student status and subject you to deportation.

4. **REENTRY.** A nonimmigrant student may be readmitted after a temporary absence of five months or less from the United States, if the student is otherwise admissible. You may be readmitted by presenting a valid foreign passport, a valid visa, and either a new Form I-20 A-B or a page 4 of the Form I-20 A-B (the I-20 ID Copy) properly endorsed for reentry if the information on the I-20 form is current.

5. **TRANSFER.** A nonimmigrant student is permitted to transfer to a different school provided the transfer procedure is followed. To transfer school, you should first notify the school you are attending of the intent to transfer, then obtain a Form I-20 A-B from the school you intend to attend. Transfer will be effected only if you return the Form I-20 A-B to the designated school official within 15 days of beginning attendance at the new school. The designated school official will then report the transfer to the Immigration and Naturalization Service.

6. **EXTENSION OF STAY.** If you cannot complete the educational program after having been in student status for longer than the anticipated length of the program plus a grace period in a single educational level, or for more than eight consecutive years, you must apply for extension of stay. An application for extension of stay on a Form I-538 should be filed with the Immigration and Naturalization Service district office having jurisdiction over your school at least 15 days but no more than 60 days before the expiration of your authorized stay.

7. **EMPLOYMENT.** As an F-1 student, you are not permitted to work off-campus or to engage in business without specific employment authorization. After your first year in F-1 student status, you may apply for employment authorization on Form I-538 based on financial needs arising after receiving student status, or the need to obtain practical training.

8. **Notice of Address.** If you move, you must submit a notice within 10 days of the change of address to the Immigration and Naturalization Service. (Form AR-11 is available at any INS office.)

9. **Arrival/Departure.** When you leave the United States, you must surrender your Form I-94 Departure Record. Please see the back side of Form I-94 for detailed instructions. You do not have to turn in the I-94 if you are visiting Canada, Mexico, or adjacent islands other than Cuba for less than 30 days.

10. **Financial Support.** You must demonstrate that you are financially able to support yourself for the entire period of stay in the United States while pursuing a full course of study. You are required to attach documentary evidence of means of support.

11. **Authorization to Release Information by School.** To comply with requests from the United States Immigration & Naturalization Service for information concerning your immigration status, you are required to give authorization to the named school to release such information from your records. The school will provide the Service your name, country of birth, current address, and any other information on a regular basis or upon request.

12. **Penalty.** To maintain your nonimmigrant student status, you must be enrolled as a full-time student at the school you are authorized to attend. You may engage in employment only when you have received permission to work. Failure to comply with these regulations will result in the loss of your student status and subject you to deportation.

Document 12.1b.

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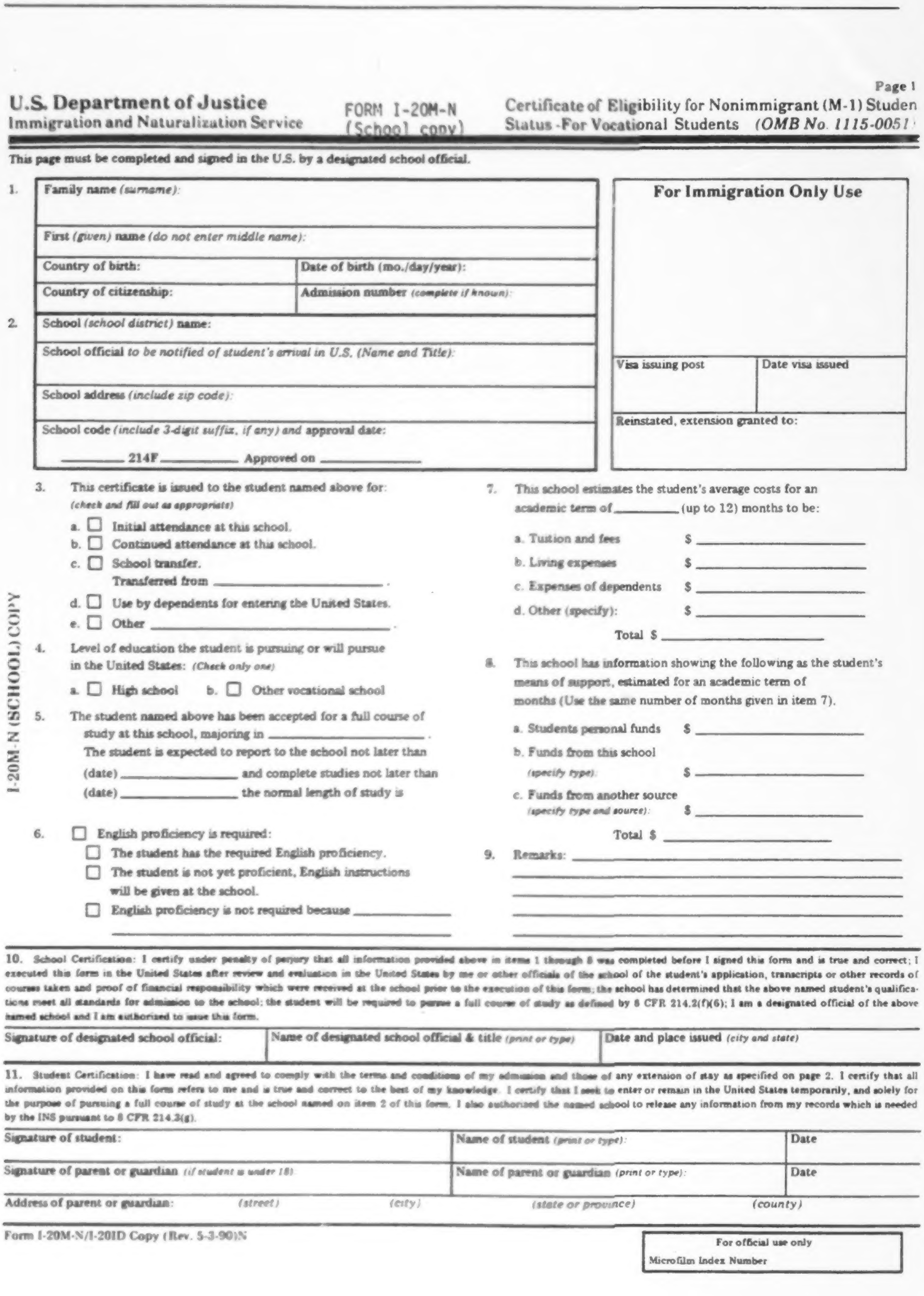

Page 1

**U.S. Department of Justice**
Immigration and Naturalization Service

FORM I-20M-N
(School copy)

Certificate of Eligibility for Nonimmigrant (M-1) Studen
Status -For Vocational Students *(OMB No. 1115-0051*

**This page must be completed and signed in the U.S. by a designated school official.**

| | | |
|---|---|---|
| 1. | Family name *(surname)*: | |
| | First *(given)* name *(do not enter middle name)*: | |
| | Country of birth: | Date of birth (mo./day/year): |
| | Country of citizenship: | Admission number *(complete if known)*: |
| 2. | School *(school district)* name: | |
| | School official *to be notified of student's arrival in U.S. (Name and Title)*: | |
| | School address *(include zip code)*: | |
| | School code *(include 3-digit suffix, if any)* and approval date:<br>________ 214F________ Approved on ____________ | |

| For Immigration Only Use | |
|---|---|
| Visa issuing post | Date visa issued |
| Reinstated, extension granted to: | |

3. This certificate is issued to the student named above for: *(check and fill out as appropriate)*
   - a. ☐ Initial attendance at this school.
   - b. ☐ Continued attendance at this school.
   - c. ☐ School transfer. Transferred from ____________________.
   - d. ☐ Use by dependents for entering the United States.
   - e. ☐ Other ____________________.

4. Level of education the student is pursuing or will pursue in the United States: *(Check only one)*
   a. ☐ High school b. ☐ Other vocational school

5. The student named above has been accepted for a full course of study at this school, majoring in ________________. The student is expected to report to the school not later than (date) ____________ and complete studies not later than (date) ____________ the normal length of study is

6. ☐ English proficiency is required:
   - ☐ The student has the required English proficiency.
   - ☐ The student is not yet proficient, English instructions will be given at the school.
   - ☐ English proficiency is not required because ____________

7. This school estimates the student's average costs for an academic term of ________ (up to 12) months to be:

a. Tuition and fees $ ________________
b. Living expenses $ ________________
c. Expenses of dependents $ ________________
d. Other (specify): $ ________________
Total $ ________________

8. This school has information showing the following as the student's means of support, estimated for an academic term of months (Use the same number of months given in item 7).

a. Students personal funds $ ________________
b. Funds from this school *(specify type)*: $ ________________
c. Funds from another source *(specify type and source)*: $ ________________
Total $ ________________

9. Remarks: ________________________________

10. School Certification: I certify under penalty of perjury that all information provided above in items 1 through 8 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts or other records of courses taken and proof of financial responsibility which were received at the school prior to the execution of this form; the school has determined that the above named student's qualifications meet all standards for admission to the school; the student will be required to pursue a full course of study as defined by 8 CFR 214.2(f)(6); I am a designated official of the above named school and I am authorized to issue this form.

| | | |
|---|---|---|
| Signature of designated school official: | Name of designated school official & title *(print or type)* | Date and place issued *(city and state)* |

11. Student Certification: I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay as specified on page 2. I certify that all information provided on this form refers to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on item 2 of this form. I also authorized the named school to release any information from my records which is needed by the INS pursuant to 8 CFR 214.3(g).

| | | |
|---|---|---|
| Signature of student: | Name of student *(print or type)*: | Date |
| Signature of parent or guardian *(if student is under 18)*: | Name of parent or guardian *(print or type)*: | Date |

Address of parent or guardian: *(street)* *(city)* *(state or province)* *(county)*

Form I-20M-N/I-20ID Copy (Rev. 5-3-90)N

For official use only
Microfilm Index Number

I-20M-N (SCHOOL) COPY

Document 12.2a. Immigration Form 1-20M-N (School Copy)

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## INSTRUCTIONS TO STUDENTS

**FORM I-20M-N/120ID COPY.** The first time you enter the United States, you must present a Form I-20M-N/I-20ID Copy. It will be returned to you endorsed with admission number. You must have your Form I-20-ID Copy (pages 3 and 4 of Form I-20M-N) with you at all times. You must not surrender it when you leave the United States. Failure to have it with you when you apply to reenter the United States will delay your entry into the United States. (If you lose your Form I-20ID Copy, you must request a new one, on Form I-102, from the Immigration and Naturalization Service office having jurisdiction over the school you were last authorized to attend.

**ADMISSION.** You must give this Form (I-20 M-N) to the American consular officer at the time you apply for a visa (unless you are exempt from visa requirements), and to immigration officer with evidence of ability to support yourself while pursuing a full course of study when you arrive in the United States. If you are exempt from visa requirements, and you are applying for admission to the United States as an M-1 student, you must give the immigration officer this form and evidence of your ability to support yourself while pursuing a full course of study.

**SCHOOL.** If you are applying for entry to the United States for the first time after being issued an M-M-1 visa, you will not be admitted unless you plan to attend the school specified in that visa. If, before you enter the United States, you decide to attend another school, you will present an I-20M-N from the new school to an American consular officer to have that school specified in your visa.

**EMPLOYMENT.** You are not permitted to work except for practical training or to engage in business. You may apply for permission to work for practical training only after completing the educational program. Your alien spouse or child (M-2 classification) may not work in the United States.

**PERIOD OF STAY.** You are permitted to remain in the United States only while maintaining nonimmigrant student status. You must also maintain a valid passport. You may not stay longer than authorized on your Form I-20ID Copy unless you apply to the Immigration and Naturalization Service (on Form I-538 accompanied by my Form I-20ID Copy) for an extension, between 15 and 60 days before the date that your authorized stay expires. You may stay while the application is being processed and if it is approved, until the expiration of the extension.

**SCHOOL TRANSFER.** You will not be granted permission to transfer to another school within six months of the date you first become an M-1 student, unless you are unable to remain at the school to which you are first admitted due to circumstances beyond your control. If you want to transfer to another school, you must apply on Form I-538 accompanied by your Form I-20ID Copy. The application must be submitted to the Immigration and Naturalization Service office having jurisdiction over the school from which you wish to transfer. Sixty days after filing your application, you may attend the new school subject to approval or denial of your application. Your application will be denied, however, if you have not been taking a full course of study at the school you were last authorized to attend.

**EDUCATIONAL OBJECTIVE.** You are not permitted to change your educational objective.

**REENTRY.** If you want to reenter the United States as a nonimmigrant student after a temporary absence, you must be in possession of the following: (1) a valid student visa; (2) a valid passport and either a new Form I-20 M-N or your I-20ID Copy (pages 3 & 4 of the Form I-20 M-N) properly endorsed for reentry if the information on the I-20 ID Copy form is current.

**NOTICE OF ADDRESS.** If you move, you must submit a notice within 10 days of your change of address to the Immigration and Naturalization Service on Form AR-11 (available at any INS office).

**ARRIVAL/DEPARTURE.** When you depart from the United States, you must give your "Arrival Departure Record" (Form I-94) to a representative of the steamship or airline if you leave via a seaport or airport, to a Canadian immigration officer if you leave across the Canadian border, or to a United States immigration officer if you leave across the Mexican border. However, you may keep your I-94 for reentering United States from Mexico or Canada, if you return to the U.S. within 30 days.

**PENALTY.** If you do not register at the school named in your Form I-20M-N or If you stop attend school, or take less than a full course of study, or accept unauthorized employment, you fai maintain your status and may be deported from the United States.

## INSTRUCTIONS TO THE SCHOOL

Failure to comply, the law provides severe criminal penalties for you and your school for failure comply with the regulations and instructions governing issuance of this form. Failure to comply w 8CFR 214.3(K) may subject you and your school to criminal prosecution. If you issue this fo improperly, provide false information, or fail to submit required reports, the Immigration a Naturalization Service may withdraw its approval of your school for attendance by nonimmigra students.

**It Is Your Responsibility:**

A. To complete Page 1 for any alien you have accepted for a full course of study in your school, that person

  (1) Intends to apply for admission to the United States as a nonimmigrant under Sectio 101(a)(15)(M)(i) of the Immigration and Nationality Act (M-1 classification);

  (2) Is in the United States as a M-1 nonimmigrant and has applied for transfer to you school; or

  (3) Is in the United States and will apply to change his/her nonimmigrant classification M-1.

B. To endorse Page 4 of this form for any alien you have accepted for a full course of study your school if that person

  (1) Is in the United States in M-1 classification and is departing temporarily from the Unite States, and there has been no change in the information in items 3, 4, 7, and/or 8 o Page 1. If there has been a change in items 3, 4, 7, and/or 8 on Page 1, a new Form I 20M-N/I-20 ID Copy must be issued for reentry after a temporary absence.

  (2) Has a spouse or children who wish to join the student in the United States and acqui nonimmigrant (M-2) classification, and there has been no change in the information items 7 and/or 8 on Page 1. If there has been a change in items 7 and/or 8 on Page 1, new Form I-20 M-N/I-20 ID Copy must be issued.

C. To establish that any student to whom you issue this form:

  (1) Is able to pay all expenses incurred (and those of any dependents with the student) whil in the United States.

  (2) Meets all requirements for admission to your school If you want assistance in determining the student's proficiency in English, contact the Cultural Affairs Officer a the Embassy of the student's country.

D. To be sure each Form I-20M-N/I-20 ID Copy is signed and issued in the United States by designated school official of your school as defined in 8CFR 214.3(i)(1). A designated schoo official who may be authorized by the school to issue this form must be a regularly employe member of the school administration, whose office is located at the school and whose compensation does not come from commissions for recruitment of foreign students. Individual whose principal obligation to the school is to recruit foreign students for compensation ma not be authorized to issue this form.

E. To endorse Page 4 of this form at least every six months when the student leaves the United States for a temporary absence, if the student will be enrolled in your school immediately afte reentry.

F. To retain all evidence which shows the scholastic ability and financial status on which admission was based, as long as the student is attending your school.

G. To comply with request from the Immigration and Naturalization Service for information concerning the student's immigration status.

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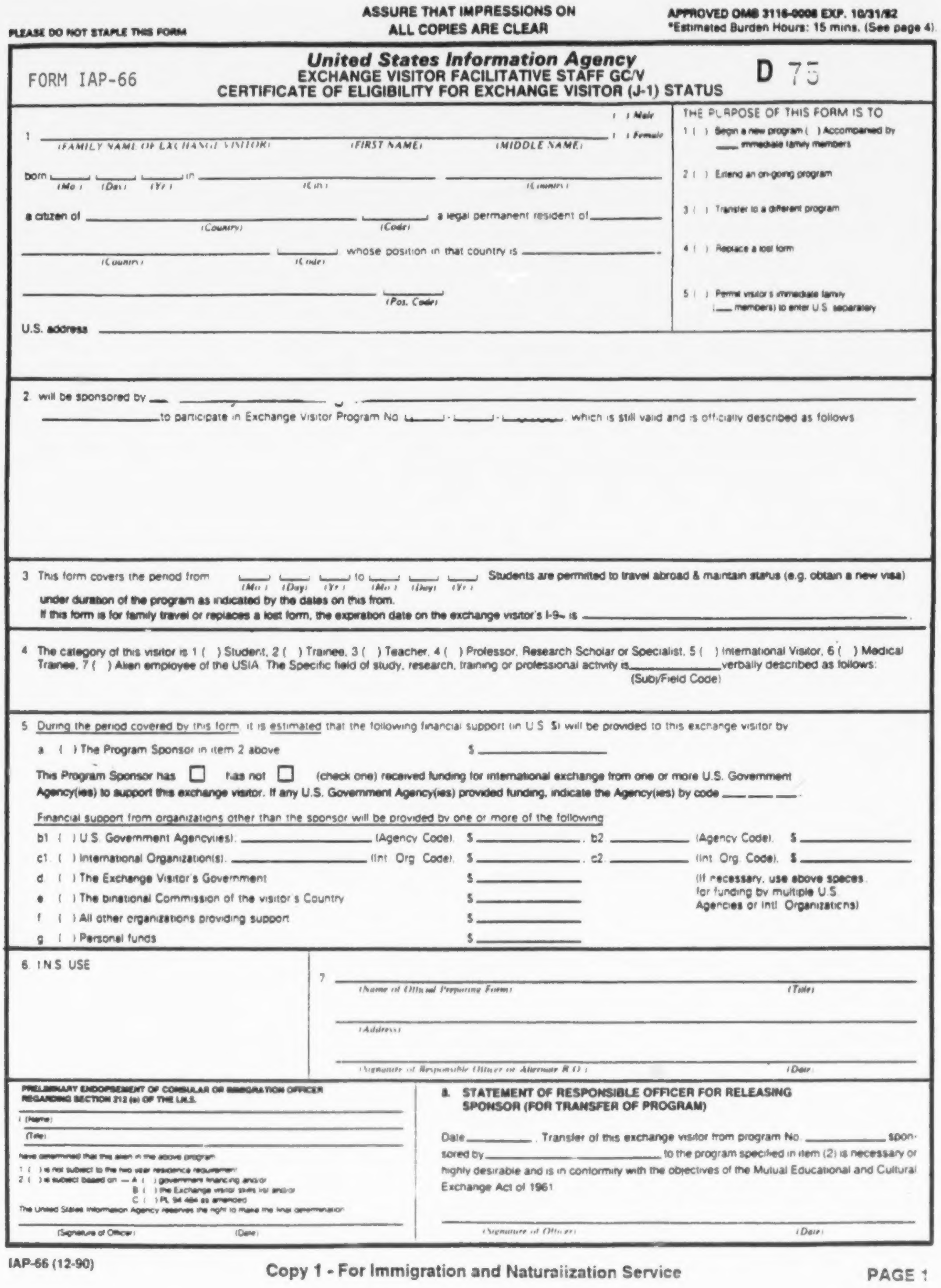


PLEASE DO NOT STAPLE THIS FORM

ASSURE THAT IMPRESSIONS ON
ALL COPIES ARE CLEAR

APPROVED OMB 3116-0008 EXP. 10/31/92
*Estimated Burden Hours: 15 mins. (See page 4).

FORM IAP-66

**United States Information Agency**
EXCHANGE VISITOR FACILITATIVE STAFF GC/V
CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR (J-1) STATUS

D 75

1 ____ (FAMILY NAME OF EXCHANGE VISITOR) (FIRST NAME) (MIDDLE NAME) ( ) Male ( ) Female

born ____ (Mo.) ____ (Day) ____ (Yr.) in ____ (City) ____ (Country)

a citizen of ____ (Country) ____ (Code) a legal permanent resident of ____

____ (Country) ____ (Code) whose position in that country is ____

____ (Pos. Code)

U.S. address ____

THE PURPOSE OF THIS FORM IS TO

1 ( ) Begin a new program ( ) Accompanied by ____ immediate family members

2 ( ) Extend an on-going program

3 ( ) Transfer to a different program

4 ( ) Replace a lost form

5 ( ) Permit visitor's immediate family (____ members) to enter U.S. separately

2. will be sponsored by ____ to participate in Exchange Visitor Program No ____ - ____ - ____, which is still valid and is officially described as follows

3 This form covers the period from ____ (Mo.) ____ (Day) ____ (Yr.) to ____ (Mo.) ____ (Day) ____ (Yr.) Students are permitted to travel abroad & maintain status (e.g. obtain a new visa) under duration of the program as indicated by the dates on this from.
If this form is for family travel or replaces a lost form, the expiration date on the exchange visitor's I-94 is ____.

4 The category of this visitor is 1 ( ) Student, 2 ( ) Trainee, 3 ( ) Teacher, 4 ( ) Professor, Research Scholar or Specialist, 5 ( ) International Visitor, 6 ( ) Medical Trainee, 7 ( ) Alien employee of the USIA. The Specific field of study, research, training or professional activity is ____ (Sub/Field Code) verbally described as follows:

5 During the period covered by this form, it is estimated that the following financial support (in U.S. $) will be provided to this exchange visitor by

a ( ) The Program Sponsor in item 2 above $ ____

This Program Sponsor has ☐ has not ☐ (check one) received funding for international exchange from one or more U.S. Government Agency(ies) to support this exchange visitor. If any U.S. Government Agency(ies) provided funding, indicate the Agency(ies) by code ____ ____ ____.

Financial support from organizations other than the sponsor will be provided by one or more of the following

b1 ( ) U.S. Government Agency(ies). ____ (Agency Code). $ ____, b2 ____ (Agency Code). $ ____

c1. ( ) International Organization(s). ____ (Int. Org. Code). $ ____, c2. ____ (Int. Org. Code). $ ____

d ( ) The Exchange Visitor's Government $ ____

e ( ) The binational Commission of the visitor's Country $ ____

f ( ) All other organizations providing support $ ____

g ( ) Personal funds $ ____

(If necessary, use above spaces for funding by multiple U.S. Agencies or Intl. Organizations)

6. I.N.S. USE

7 ____ (Name of Official Preparing Form) (Title)

____ (Address)

____ (Signature of Responsible Officer or Alternate R.O.) (Date)

PRELIMINARY ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 212 (e) OF THE I.N.S.

I (Name) ____

(Title) ____

have determined that this alien in the above program

1 ( ) is not subject to the two year residence requirement
2 ( ) is subject based on — A ( ) government financing and/or
B ( ) the Exchange visitor skills list and/or
C ( ) PL 94 484 as amended

The United States Information Agency reserves the right to make the final determination

____ (Signature of Officer) (Date)

8. STATEMENT OF RESPONSIBLE OFFICER FOR RELEASING SPONSOR (FOR TRANSFER OF PROGRAM)

Date ____. Transfer of this exchange visitor from program No. ____ sponsored by ____ to the program specified in item (2) is necessary or highly desirable and is in conformity with the objectives of the Mutual Educational and Cultural Exchange Act of 1961

____ (Signature of Officer) (Date)

IAP-66 (12-90)

Copy 1 - For Immigration and Naturalization Service

PAGE 1

Document 12.3. Immigration Form IAP-66

EST COPY AVAILABL

# ADMISSION NOTIFICATION AND ORIENTATION

## Notification of Admission

### *Prearrival Information*

The admissions process is almost inevitably complex and it may be overwhelming and completely baffling to the international student. It is essential that the material sent to students be as clear and straightforward as possible, while also giving a thorough outline of dates and procedures, as well as background on the particular institution, what to pack, etc. The domestic student is often able to make a campus visit, or at least have telephone contact with the institution. Because of costs and distance, the international student often must rely solely on written correspondence. It is the responsibility and challenge of U.S. institutions to develop publications that enable the student and the institution to determine if they are appropriate for one another.

Forms, brochures, and form letters play an important role in an admissions office, as well as those that correspond with and do programming for international students. They provide admissions and general information on the institution and its various divisions, request background data and information from applicants, and notify applicants of the admissions decision and conditions; they help students make their own decisions and prepare for their arrival in this country. These materials also serve an important function, establishing vital links among departments and offices on campus, and ensuring that all special conditions are met and procedures are followed.

In reviewing the following samples of admission notification and prearrival information, it will be apparent that they are all very different. However, you should ensure that the information from your institution is sent in a timely manner and that the information and instructions are clear. It is essential that deadlines and fees are explicit and that they be realistic for the special circumstances of international students.

### *Letter of Acceptance*

Generally the letter of acceptance from an institution comes from a dean or director of admissions. However, there are cases in which this letter is issued by the International Student Services office. You should clarify the roles of each office and department within your institution and agree on which office will send which materials and when. However, this should not be an issue which causes conflict. What is critical is that you ensure that the students be privy to all the information which they will need to make plans for attending your institution and making a successful transition to the campus.

The letter of acceptance should include, but not be necessarily limited to: acceptance and welcome; required arrival date; additional records needed, if any; orientation dates; testing; health clearances and insurance; [illegible]; and immigration regulations. You [illegible] to develop a letter from your [illegible] students to the newly [illegible] students, or perhaps create some [illegible] specific to your institution. These [illegible] will probably be largely determined by your goals concerning international students and the funds available for international student programming.

When reviewing the appropriateness of your material the first task should be to assess the needs and concerns of your international applicants and your institution. To do this most effectively you may want to look first at your institution and then at your international constituents and ensure that your admission packet meets the following standards:

- **Institution.** What current materials do you use? Do they serve their purpose? What are the institution's goals in using these materials? Are these goals made clear to the student? Ensure that the materials provide an accurate and realistic picture of your institution and the offer that you are making; they are written in clear, understandable English; they give thorough instruction to the student on what is expected and what they need to do next; and give the student guidance on pursuing additional sources of information. You should also have a clear understanding of your office's mailing budget and how it affects the materials your office is able to send. You may want to consider whether reappropriating the mailing funds gives you the opportunity to improve what is sent to students.

- **Student.** If possible, do a needs assessment of your current international students to ascertain the problems they may have encountered and areas where they felt information was insufficient or unclear. Make a list of the problem areas and review the literature to see what changes might be made. Consider the format of your publications. Would an alternative format better suit your institution's and the students' needs?

  It is often useful to review the materials used by other institutions. Often, it is difficult to conceive what you might do differently with your publications. Consider the following: 1) if the materials used by other institutions may suggest alternative procedures or forms that would help your office in admissions notification and pre-arrival information; 2) the format of your materials and whether an alternative format would benefit your office; if you would be better served by a generic skeletal folder in which you could "nest" other forms, brochures, or letters tailored to the student's needs and conditions of admission.

The following samples of international admissions materials used by other universities and colleges give a broad overview of the various styles and formats of presenting information and procedures to international students.

## Orientation

Orientation programs are critical to the overall success of an enrollment management system. The goal of any orientation system is to provide the student guidance and knowledge to aid in their transition to the collegiate community and to magnify the opportunities and benefits available on the college campus. The influence of orientation programs and personnel should not be underestimated. Orientation is often the first occasion that international students will have for actual personal contact. It is an exciting time for the students and the staff to finally meet, and is when students begin forming their impressions of your college. It is an opportunity for your campus community to shine.

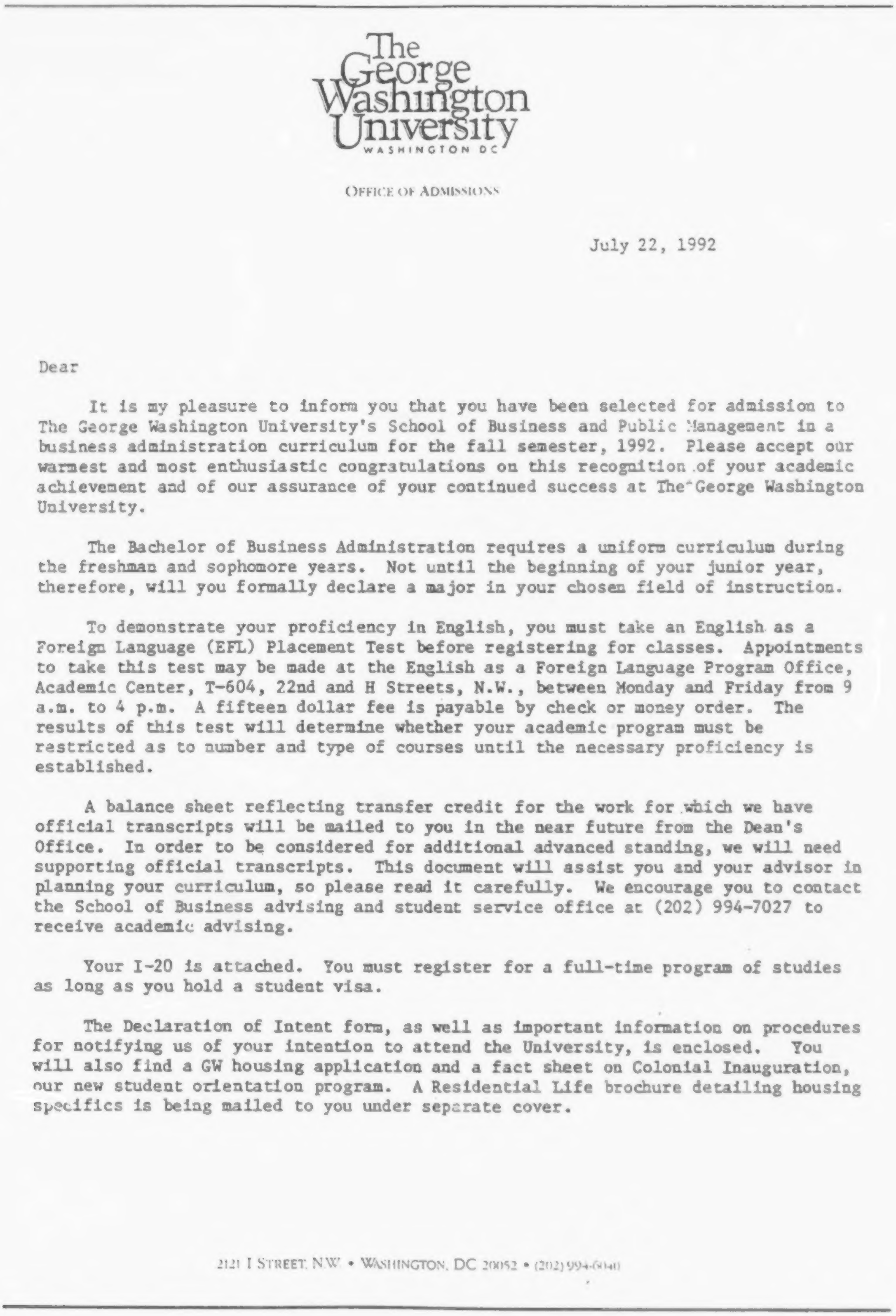
It is important to keep in mind that there are actually three phases to orientation programs designed for the international student. First, there is the pre-departure orientation which is initiated once the student is admitted. Next, there is the entry orientation which takes place once the international student arrives at the college. Finally, there is the re-entry orientation which takes place just prior to the international student's return to the home culture. This orientation may be a pivotal element in the student's overall perception of the overseas experience and should not be overlooked.

When considering the development of an orientation program for any group of students there are three common prototypes which should be given consideration. The program you choose should be reflective of the goals of the institution for orientation, the needs of the students, and the feasibility. They are:

- The Orientation Day or Week model (which is scheduled just prior to the start of the academic year).
- The pre-orientation or advanced registration (which usually takes place during the summer months).
- The orientation course for credit (which often involves a semester or year long course which the student is required to complete).

You may elect to have a distinct orientation solely for the international students, or you may include the international students with your domestic students. The format you choose will likely be contingent upon the availability of funding and personnel resources. However, there are a great many considerations involved in orienting the new international student to life at your college and life in a new culture. These may include, but are not limited to: required academic and immigration rules, regulations and procedures; essential and useful support services that provide advice, counsel, or help in academic course registration; employment, finances, health related issues, housing, social and spiritual matters; and adaptation to the community at large such as banking, shopping, and transportation.

Any international orientation should be a cross-culturally focused series of sessions designed to facilitate the enrollment of international student to your campus community. If an orientation program is included in your college's services it is essential that the students be encouraged to attend and participate.



The George Washington University
WASHINGTON DC

OFFICE OF ADMISSIONS

July 22, 1992

Dear

It is my pleasure to inform you that you have been selected for admission to The George Washington University's School of Business and Public Management in a business administration curriculum for the fall semester, 1992. Please accept our warmest and most enthusiastic congratulations on this recognition of your academic achievement and of our assurance of your continued success at The George Washington University.

The Bachelor of Business Administration requires a uniform curriculum during the freshman and sophomore years. Not until the beginning of your junior year, therefore, will you formally declare a major in your chosen field of instruction.

To demonstrate your proficiency in English, you must take an English as a Foreign Language (EFL) Placement Test before registering for classes. Appointments to take this test may be made at the English as a Foreign Language Program Office, Academic Center, T-604, 22nd and H Streets, N.W., between Monday and Friday from 9 a.m. to 4 p.m. A fifteen dollar fee is payable by check or money order. The results of this test will determine whether your academic program must be restricted as to number and type of courses until the necessary proficiency is established.

A balance sheet reflecting transfer credit for the work for which we have official transcripts will be mailed to you in the near future from the Dean's Office. In order to be considered for additional advanced standing, we will need supporting official transcripts. This document will assist you and your advisor in planning your curriculum, so please read it carefully. We encourage you to contact the School of Business advising and student service office at (202) 994-7027 to receive academic advising.

Your I-20 is attached. You must register for a full-time program of studies as long as you hold a student visa.

The Declaration of Intent form, as well as important information on procedures for notifying us of your intention to attend the University, is enclosed. You will also find a GW housing application and a fact sheet on Colonial Inauguration, our new student orientation program. A Residential Life brochure detailing housing specifics is being mailed to you under separate cover.

2121 I STREET, N.W. • WASHINGTON, DC 20052 • (202) 994-6040

Document 13.1a. Sample Admit Letter, Undergraduate Business
*George Washington University*

If you have an F-1 visa from another university/school in the United States, you must receive Immigration authorization to study at George Washington University (GWU). Please contact International Services Office (ISO) at GWU (202) 994-6860 or your current international student advisor for assistance. In order to complete the school transfer, F-1 students must present to ISO before registration evidence of their full-time status during the previous semester.

We are proud of our record of service and dedication to transfer students such as yourself, and once again we offer our congratulations; you have been chosen to share in the experiences of this great University. The George Washington University family welcomes you, and I personally look forward to greeting you on campus this fall.

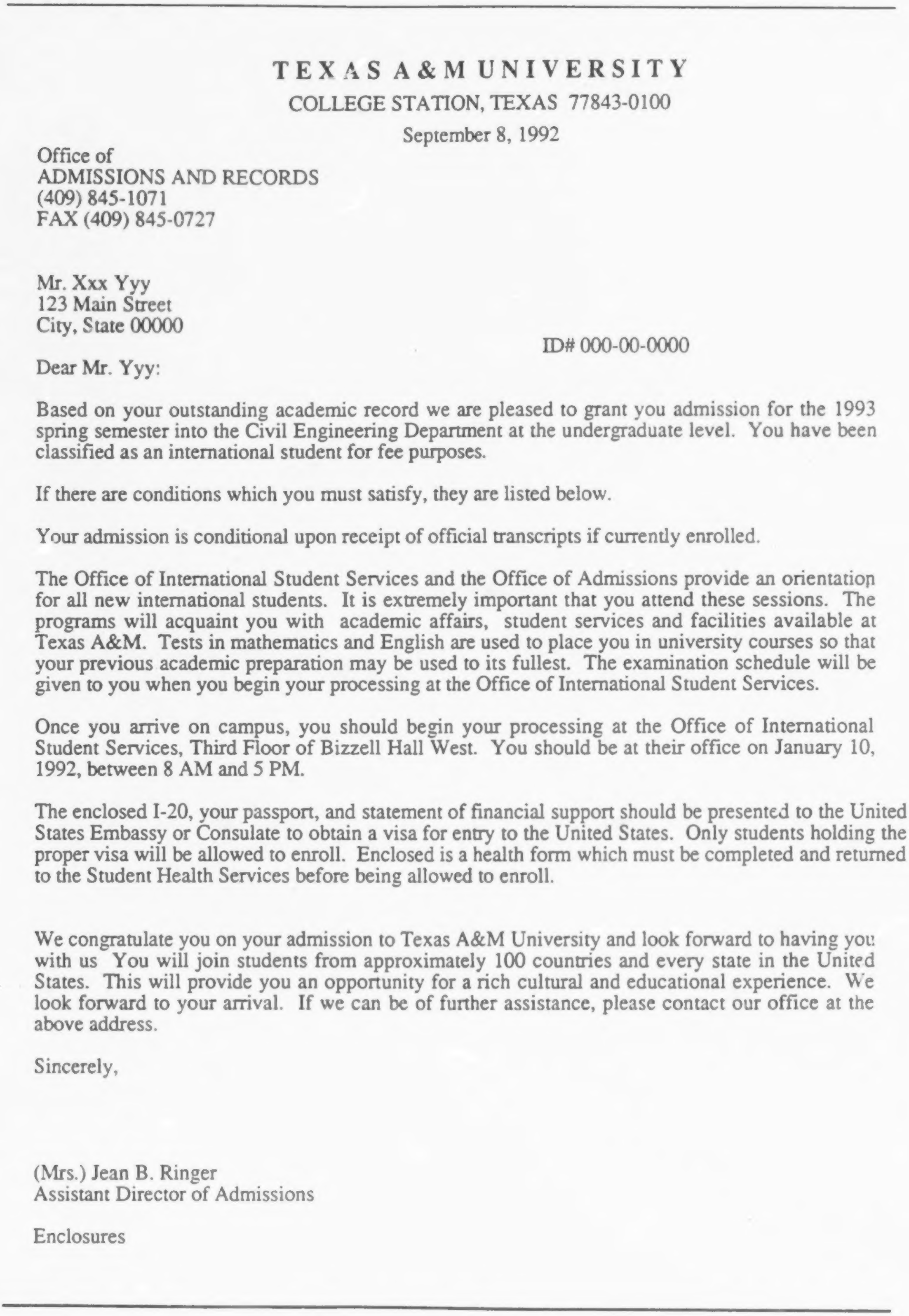
Sincerely,

George W. G. Stoner
Director of Admissions

GWGS:slw
Enclosures

cc: Office of the Dean

155



TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS 77843-0100

September 8, 1992

Office of
ADMISSIONS AND RECORDS
(409) 845-1071
FAX (409) 845-0727

Mr. Xxx Yyy
123 Main Street
City, State 00000

ID# 000-00-0000

Dear Mr. Yyy:

Based on your outstanding academic record we are pleased to grant you admission for the 1993 spring semester into the Civil Engineering Department at the undergraduate level. You have been classified as an international student for fee purposes.

If there are conditions which you must satisfy, they are listed below.

Your admission is conditional upon receipt of official transcripts if currently enrolled.

The Office of International Student Services and the Office of Admissions provide an orientation for all new international students. It is extremely important that you attend these sessions. The programs will acquaint you with academic affairs, student services and facilities available at Texas A&M. Tests in mathematics and English are used to place you in university courses so that your previous academic preparation may be used to its fullest. The examination schedule will be given to you when you begin your processing at the Office of International Student Services.

Once you arrive on campus, you should begin your processing at the Office of International Student Services, Third Floor of Bizzell Hall West. You should be at their office on January 10, 1992, between 8 AM and 5 PM.

The enclosed I-20, your passport, and statement of financial support should be presented to the United States Embassy or Consulate to obtain a visa for entry to the United States. Only students holding the proper visa will be allowed to enroll. Enclosed is a health form which must be completed and returned to the Student Health Services before being allowed to enroll.

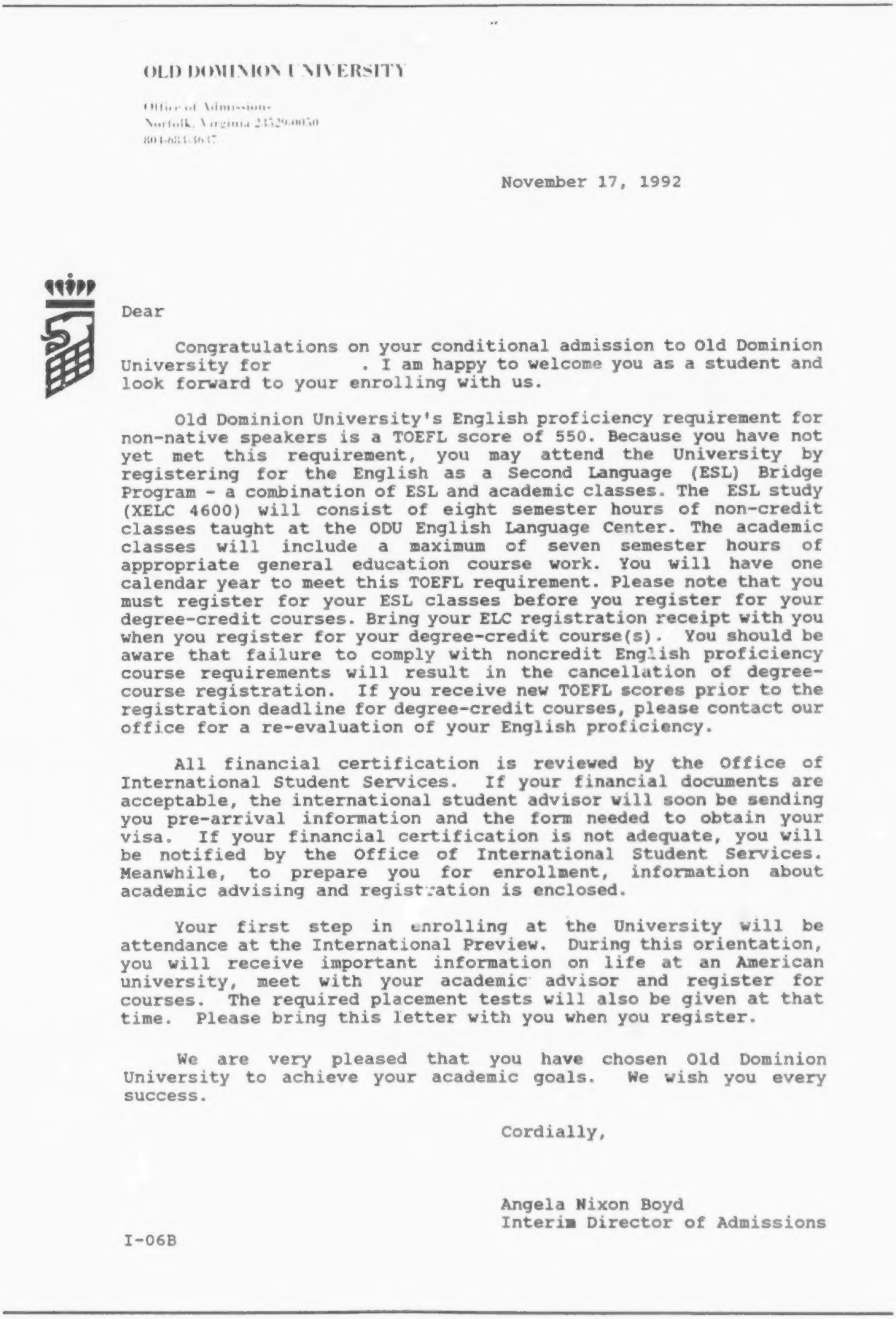
We congratulate you on your admission to Texas A&M University and look forward to having you with us You will join students from approximately 100 countries and every state in the United States. This will provide you an opportunity for a rich cultural and educational experience. We look forward to your arrival. If we can be of further assistance, please contact our office at the above address.

Sincerely,

(Mrs.) Jean B. Ringer
Assistant Director of Admissions

Enclosures

Document 13.2. Sample Admit Letter, Undergraduate Engineering
*Texas A&M University*



OLD DOMINION UNIVERSITY

Office of Admissions
Norfolk, Virginia 23529-0050
804-683-3637

November 17, 1992

Dear

Congratulations on your conditional admission to Old Dominion University for . I am happy to welcome you as a student and look forward to your enrolling with us.

Old Dominion University's English proficiency requirement for non-native speakers is a TOEFL score of 550. Because you have not yet met this requirement, you may attend the University by registering for the English as a Second Language (ESL) Bridge Program - a combination of ESL and academic classes. The ESL study (XELC 4600) will consist of eight semester hours of non-credit classes taught at the ODU English Language Center. The academic classes will include a maximum of seven semester hours of appropriate general education course work. You will have one calendar year to meet this TOEFL requirement. Please note that you must register for your ESL classes before you register for your degree-credit courses. Bring your ELC registration receipt with you when you register for your degree-credit course(s). You should be aware that failure to comply with noncredit English proficiency course requirements will result in the cancellation of degree-course registration. If you receive new TOEFL scores prior to the registration deadline for degree-credit courses, please contact our office for a re-evaluation of your English proficiency.

All financial certification is reviewed by the Office of International Student Services. If your financial documents are acceptable, the international student advisor will soon be sending you pre-arrival information and the form needed to obtain your visa. If your financial certification is not adequate, you will be notified by the Office of International Student Services. Meanwhile, to prepare you for enrollment, information about academic advising and registration is enclosed.

Your first step in enrolling at the University will be attendance at the International Preview. During this orientation, you will receive important information on life at an American university, meet with your academic advisor and register for courses. The required placement tests will also be given at that time. Please bring this letter with you when you register.

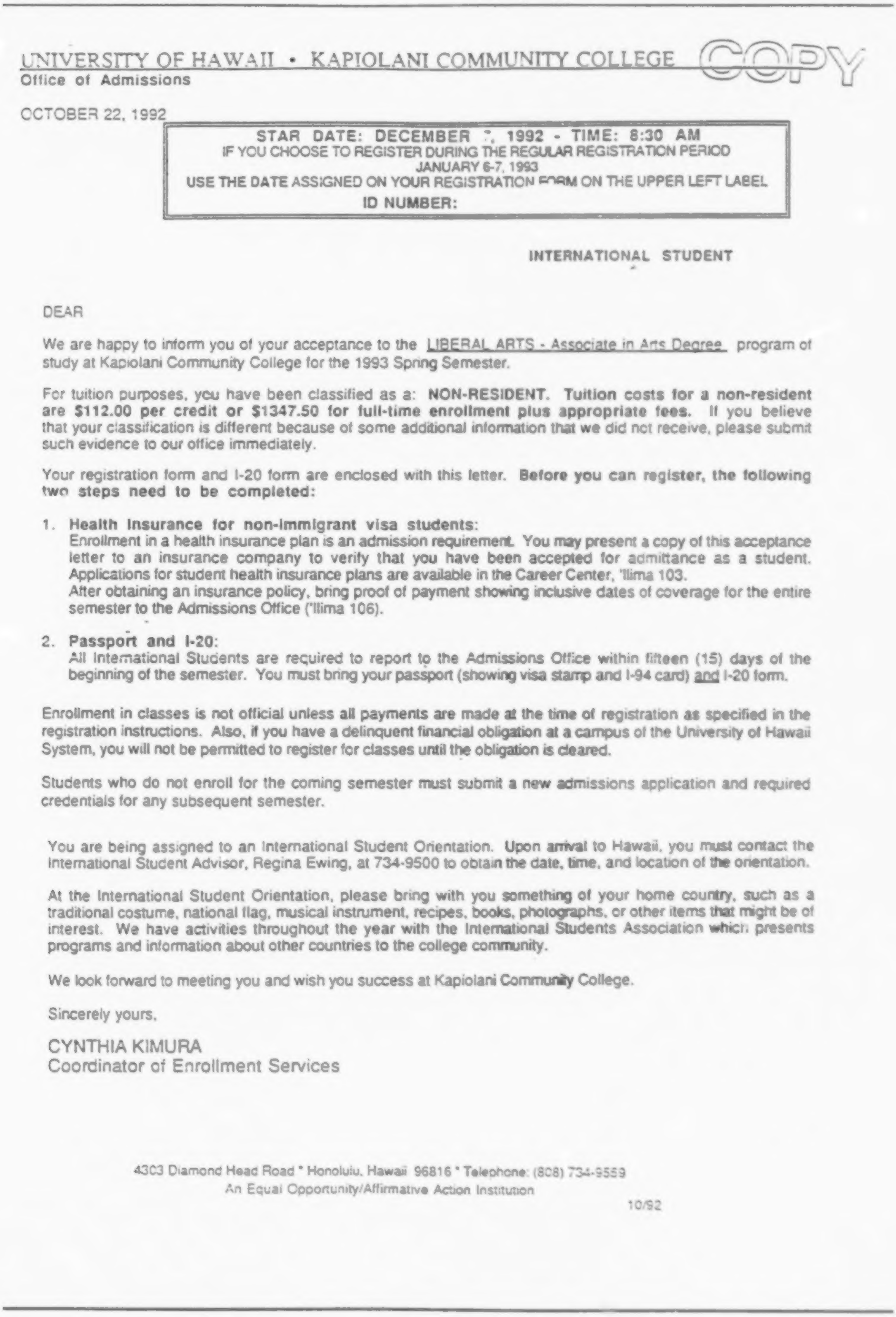
We are very pleased that you have chosen Old Dominion University to achieve your academic goals. We wish you every success.

Cordially,

Angela Nixon Boyd
Interim Director of Admissions

I-06B

Document 13.3. Sample Conditional Admit Letter, Undergraduate
*Old Dominion University*



UNIVERSITY OF HAWAII • KAPIOLANI COMMUNITY COLLEGE
Office of Admissions

COPY

OCTOBER 22, 1992

**STAR DATE: DECEMBER [illegible], 1992 - TIME: 8:30 AM**
IF YOU CHOOSE TO REGISTER DURING THE REGULAR REGISTRATION PERIOD
JANUARY 6-7, 1993
USE THE DATE ASSIGNED ON YOUR REGISTRATION FORM ON THE UPPER LEFT LABEL
**ID NUMBER:**

**INTERNATIONAL STUDENT**

DEAR

We are happy to inform you of your acceptance to the LIBERAL ARTS - Associate in Arts Degree program of study at Kapiolani Community College for the 1993 Spring Semester.

For tuition purposes, you have been classified as a: **NON-RESIDENT. Tuition costs for a non-resident are $112.00 per credit or $1347.50 for full-time enrollment plus appropriate fees.** If you believe that your classification is different because of some additional information that we did not receive, please submit such evidence to our office immediately.

Your registration form and I-20 form are enclosed with this letter. **Before you can register, the following two steps need to be completed:**

1. **Health Insurance for non-immigrant visa students:**
   Enrollment in a health insurance plan is an admission requirement. You may present a copy of this acceptance letter to an insurance company to verify that you have been accepted for admittance as a student. Applications for student health insurance plans are available in the Career Center, 'Ilima 103.
   After obtaining an insurance policy, bring proof of payment showing inclusive dates of coverage for the entire semester to the Admissions Office ('Ilima 106).
2. **Passport and I-20:**
   All International Students are required to report to the Admissions Office within fifteen (15) days of the beginning of the semester. You must bring your passport (showing visa stamp and I-94 card) and I-20 form.

Enrollment in classes is not official unless all payments are made at the time of registration as specified in the registration instructions. Also, if you have a delinquent financial obligation at a campus of the University of Hawaii System, you will not be permitted to register for classes until the obligation is cleared.

Students who do not enroll for the coming semester must submit a new admissions application and required credentials for any subsequent semester.

You are being assigned to an International Student Orientation. Upon arrival to Hawaii, you must contact the International Student Advisor, Regina Ewing, at 734-9500 to obtain the date, time, and location of the orientation.

At the International Student Orientation, please bring with you something of your home country, such as a traditional costume, national flag, musical instrument, recipes, books, photographs, or other items that might be of interest. We have activities throughout the year with the International Students Association which presents programs and information about other countries to the college community.

We look forward to meeting you and wish you success at Kapiolani Community College.

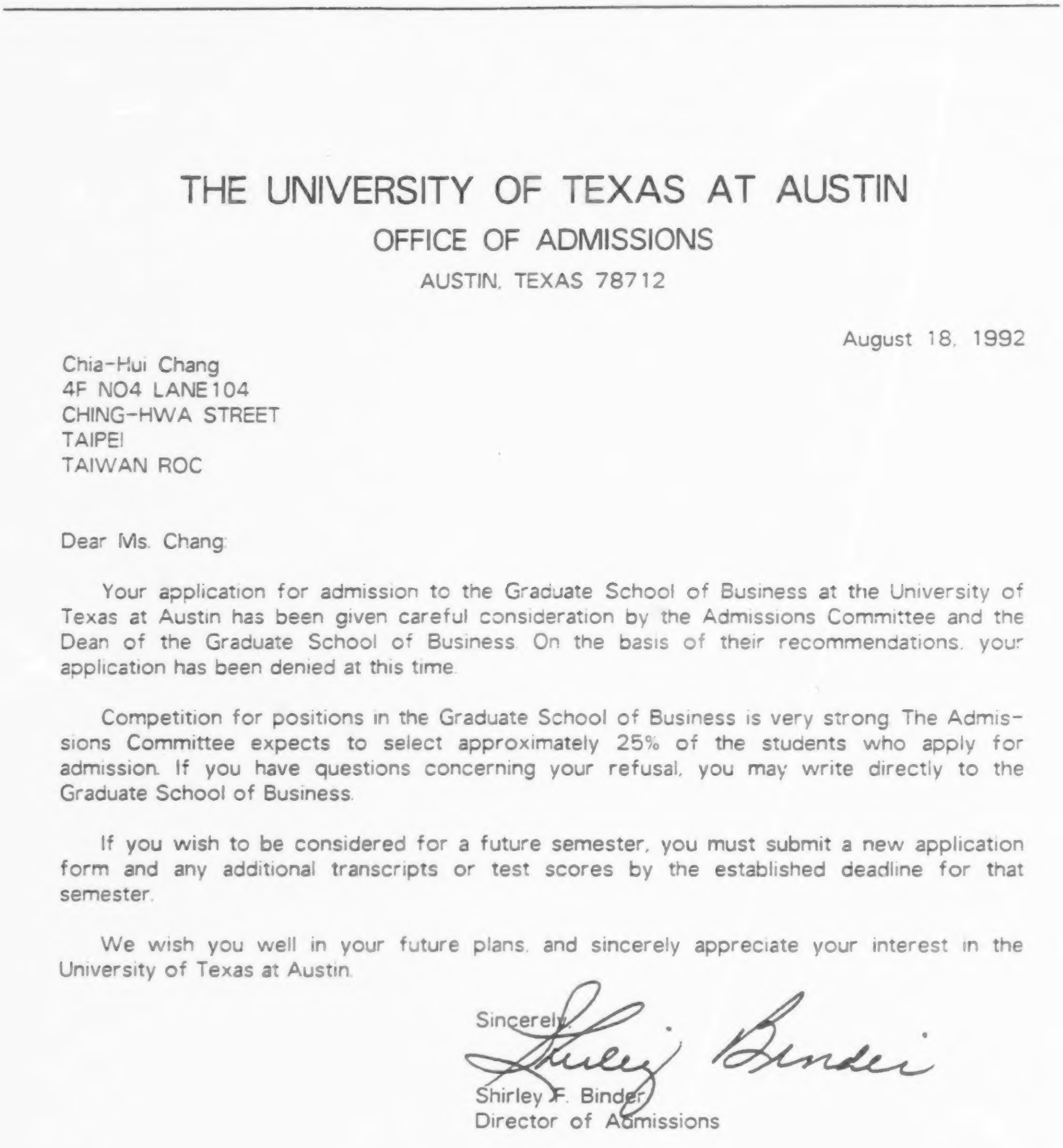
Sincerely yours,

CYNTHIA KIMURA
Coordinator of Enrollment Services

4303 Diamond Head Road * Honolulu, Hawaii 96816 * Telephone: (808) 734-9559
An Equal Opportunity/Affirmative Action Institution

10/92

Document 13.4. Sample Admit Letter, Undergraduate Liberal Arts
*University of Hawaii, Kapiolani Community College*



THE UNIVERSITY OF TEXAS AT AUSTIN
OFFICE OF ADMISSIONS
AUSTIN, TEXAS 78712

August 18, 1992

Chia-Hui Chang
4F NO4 LANE104
CHING-HWA STREET
TAIPEI
TAIWAN ROC

Dear Ms. Chang:

Your application for admission to the Graduate School of Business at the University of Texas at Austin has been given careful consideration by the Admissions Committee and the Dean of the Graduate School of Business. On the basis of their recommendations, your application has been denied at this time.

Competition for positions in the Graduate School of Business is very strong. The Admissions Committee expects to select approximately 25% of the students who apply for admission. If you have questions concerning your refusal, you may write directly to the Graduate School of Business.

If you wish to be considered for a future semester, you must submit a new application form and any additional transcripts or test scores by the established deadline for that semester.

We wish you well in your future plans, and sincerely appreciate your interest in the University of Texas at Austin.

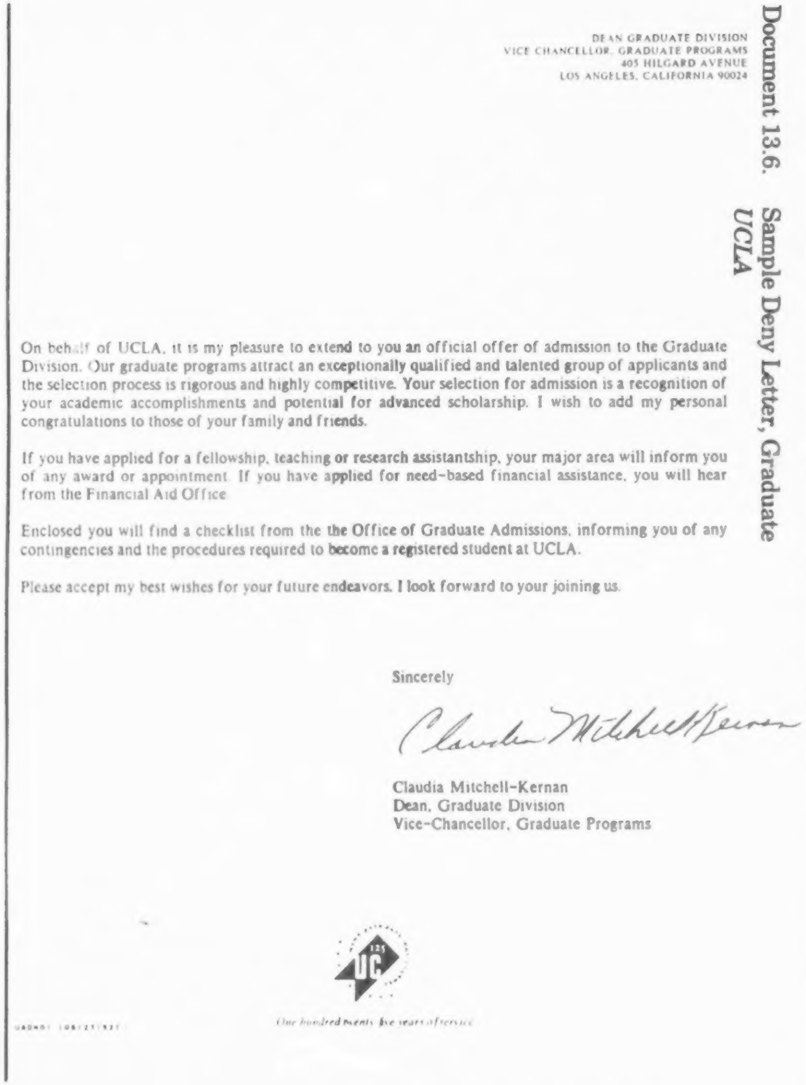
Sincerely,

Shirley Binder

Shirley F. Binder
Director of Admissions

**Document 13.5.** **Sample Deny Letter, MBA**
*University of Texas at Austin*

Document 13.7. Sample Admit Letter, Graduate
*UCLA*



DEAN GRADUATE DIVISION
VICE CHANCELLOR, GRADUATE PROGRAMS
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024

On behalf of UCLA, it is my pleasure to extend to you an official offer of admission to the Graduate Division. Our graduate programs attract an exceptionally qualified and talented group of applicants and the selection process is rigorous and highly competitive. Your selection for admission is a recognition of your academic accomplishments and potential for advanced scholarship. I wish to add my personal congratulations to those of your family and friends.

If you have applied for a fellowship, teaching or research assistantship, your major area will inform you of any award or appointment. If you have applied for need-based financial assistance, you will hear from the Financial Aid Office.

Enclosed you will find a checklist from the the Office of Graduate Admissions, informing you of any contingencies and the procedures required to become a registered student at UCLA.

Please accept my best wishes for your future endeavors. I look forward to your joining us.

Sincerely

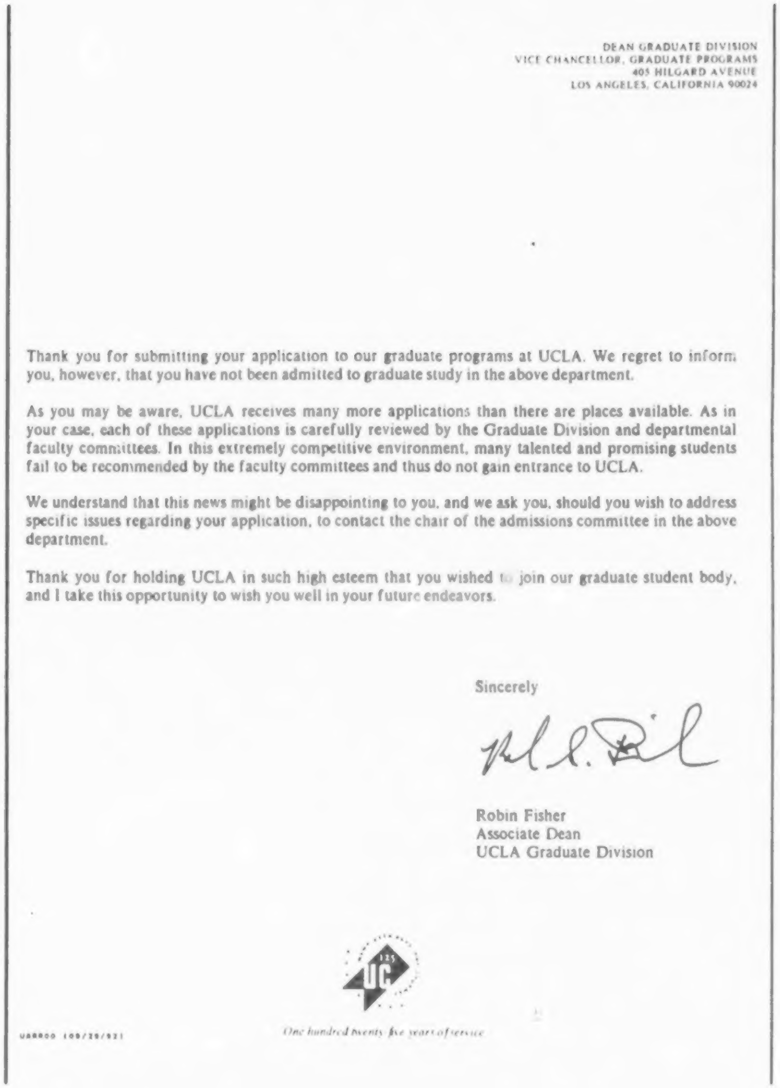
Claudia Mitchell-Kernan

Claudia Mitchell-Kernan
Dean, Graduate Division
Vice-Chancellor, Graduate Programs

One hundred twenty five years of service

---

Document 13.6. Sample Deny Letter, Graduate
*UCLA*



DEAN GRADUATE DIVISION
VICE CHANCELLOR, GRADUATE PROGRAMS
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024

Thank you for submitting your application to our graduate programs at UCLA. We regret to inform you, however, that you have not been admitted to graduate study in the above department.

As you may be aware, UCLA receives many more applications than there are places available. As in your case, each of these applications is carefully reviewed by the Graduate Division and departmental faculty committees. In this extremely competitive environment, many talented and promising students fail to be recommended by the faculty committees and thus do not gain entrance to UCLA.

We understand that this news might be disappointing to you, and we ask you, should you wish to address specific issues regarding your application, to contact the chair of the admissions committee in the above department.

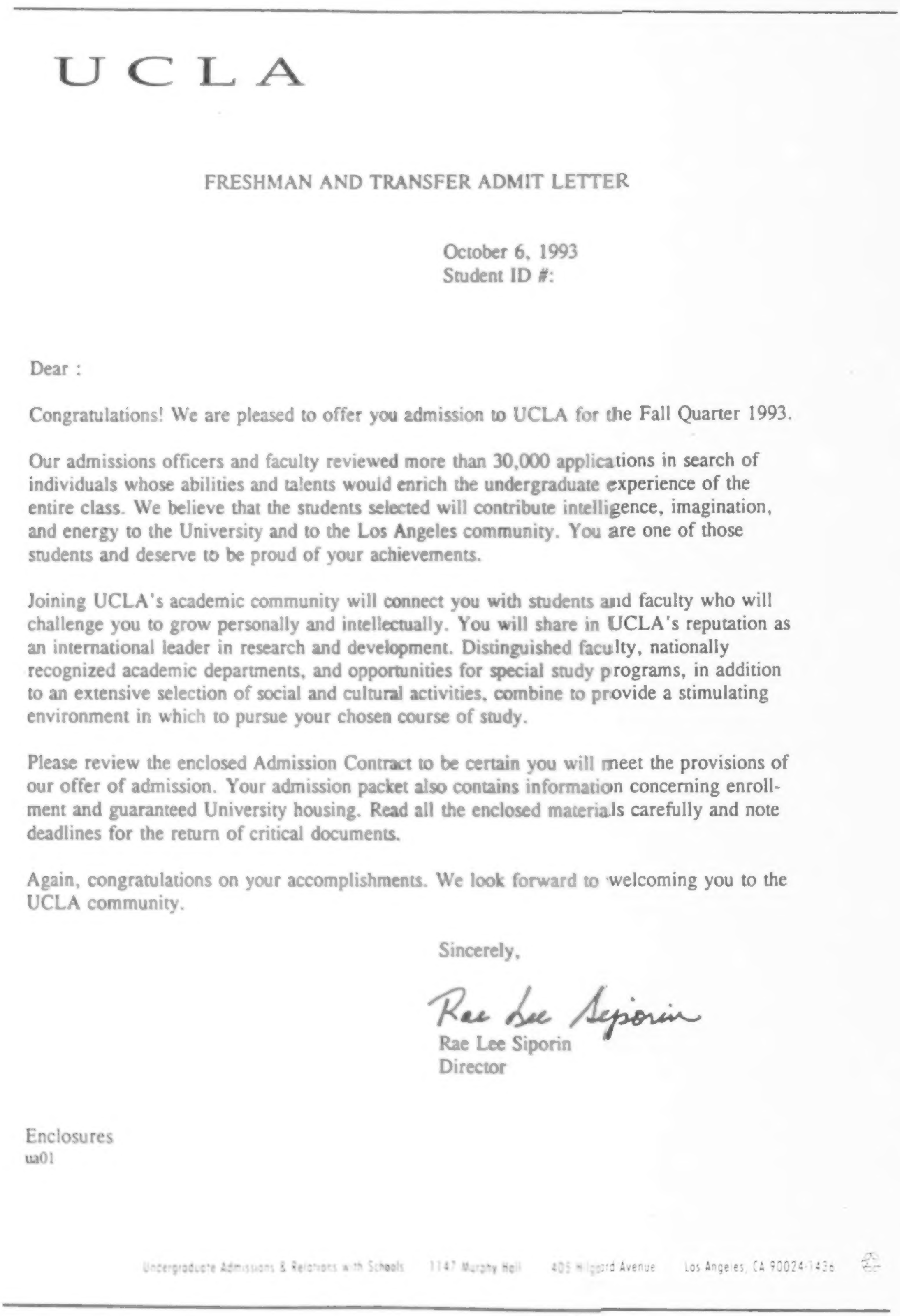
Thank you for holding UCLA in such high esteem that you wished to join our graduate student body, and I take this opportunity to wish you well in your future endeavors.

Sincerely

Robin Fisher
Associate Dean
UCLA Graduate Division

One hundred twenty five years of service

EST COPY AVAILABL



UCLA

FRESHMAN AND TRANSFER ADMIT LETTER

October 6, 1993
Student ID #:

Dear :

Congratulations! We are pleased to offer you admission to UCLA for the Fall Quarter 1993.

Our admissions officers and faculty reviewed more than 30,000 applications in search of individuals whose abilities and talents would enrich the undergraduate experience of the entire class. We believe that the students selected will contribute intelligence, imagination, and energy to the University and to the Los Angeles community. You are one of those students and deserve to be proud of your achievements.

Joining UCLA's academic community will connect you with students and faculty who will challenge you to grow personally and intellectually. You will share in UCLA's reputation as an international leader in research and development. Distinguished faculty, nationally recognized academic departments, and opportunities for special study programs, in addition to an extensive selection of social and cultural activities, combine to provide a stimulating environment in which to pursue your chosen course of study.

Please review the enclosed Admission Contract to be certain you will meet the provisions of our offer of admission. Your admission packet also contains information concerning enrollment and guaranteed University housing. Read all the enclosed materials carefully and note deadlines for the return of critical documents.

Again, congratulations on your accomplishments. We look forward to welcoming you to the UCLA community.

Sincerely,

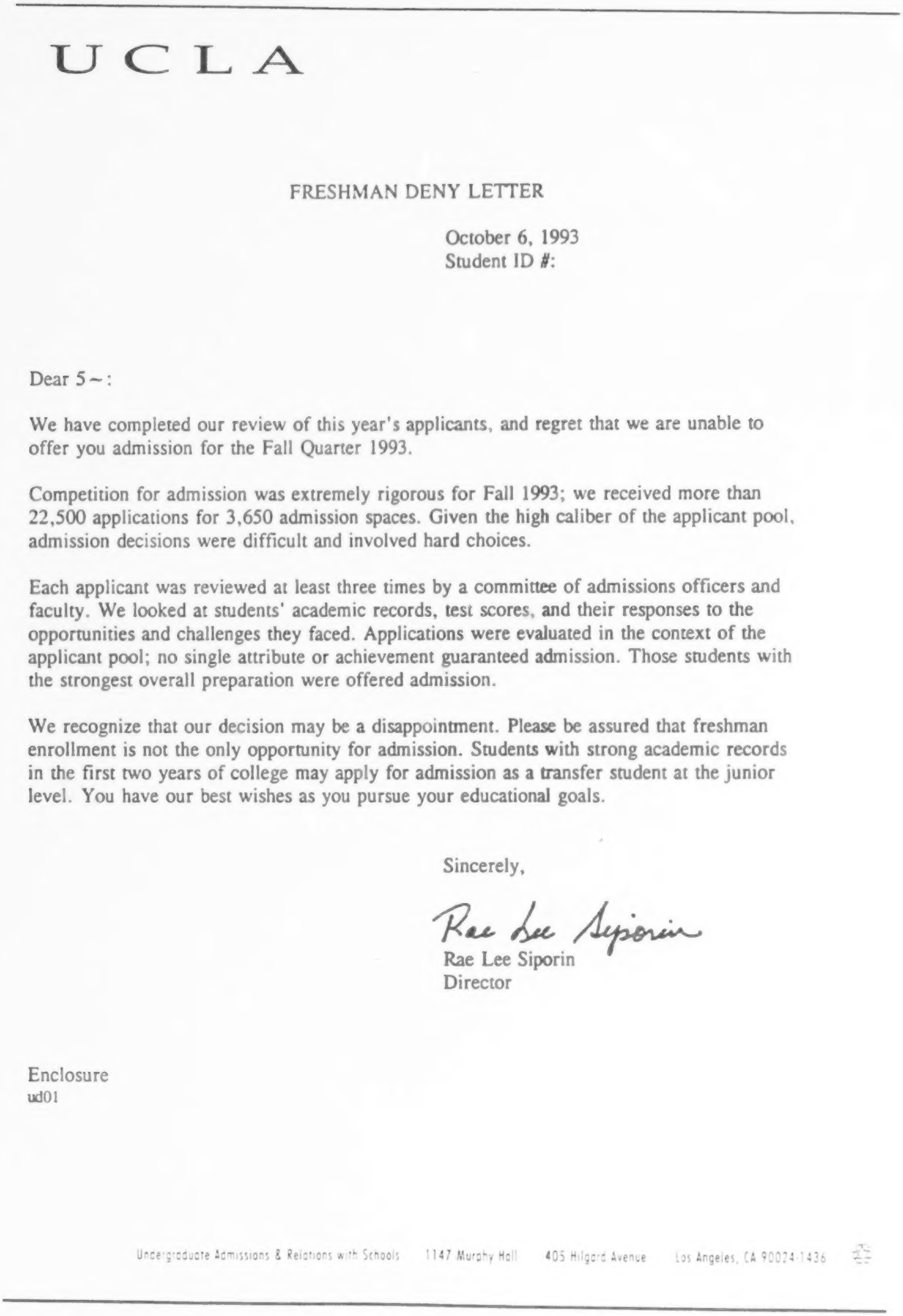
Rae Lee Siporin

Rae Lee Siporin
Director

Enclosures
ua01

Undergraduate Admissions & Relations with Schools 1147 Murphy Hall 405 Hilgard Avenue Los Angeles, CA 90024-1436

Document 13.8. Sample Admit Letter, Freshman and Transfer
*UCLA*



UCLA

FRESHMAN DENY LETTER

October 6, 1993
Student ID #:

Dear 5~:

We have completed our review of this year's applicants, and regret that we are unable to offer you admission for the Fall Quarter 1993.

Competition for admission was extremely rigorous for Fall 1993; we received more than 22,500 applications for 3,650 admission spaces. Given the high caliber of the applicant pool, admission decisions were difficult and involved hard choices.

Each applicant was reviewed at least three times by a committee of admissions officers and faculty. We looked at students' academic records, test scores, and their responses to the opportunities and challenges they faced. Applications were evaluated in the context of the applicant pool; no single attribute or achievement guaranteed admission. Those students with the strongest overall preparation were offered admission.

We recognize that our decision may be a disappointment. Please be assured that freshman enrollment is not the only opportunity for admission. Students with strong academic records in the first two years of college may apply for admission as a transfer student at the junior level. You have our best wishes as you pursue your educational goals.

Sincerely,

Rae Lee Siporin

Rae Lee Siporin
Director

Enclosure
ud01

Undergraduate Admissions & Relations with Schools    1147 Murphy Hall    405 Hilgard Avenue    Los Angeles, CA 90024-1436

Document 13.9. Sample Admit Letter, Freshman
*UCLA*

Document 13.10a. Sample Prearrival Information Brochure
*Binghamton University*

## FINANCIAL CONSIDERATIONS

Cost estimates for a single student on a minimum budget are listed on your Form I-20 or IAP-66. Some government agencies or banks in your country may require a statement of projected costs; you may present a copy of that statement to any authority needing this information.

Because enrollment in summer school is voluntary, these cost estimates do not include costs for taking courses in June, July, and August. Depending on the number of courses and the level of study, summer enrollment would cost an additional $1200-$3800.

Payment of tuition, fees, and other charges is due at registration (when you enroll for classes). If you cannot make full payment by this time, you must make special payment arrangements with the Student Accounts office during orientation. If you fail to do so, you will be charged a late fee. Sponsored students must submit copies of their award letters to arrange for direct payment by their sponsors.

If you wish to deposit funds in your University account before arrival, you may send a check to Student Accounts, Binghamton University, PO Box 6003, Binghamton, New York 13902-6003. Write on your check the student identification number assigned to you by the University and make the check payable to Binghamton University.

With the exception of graduate assistantships, no financial aid from the University is available for international students. Graduate assistantships are awarded competitively by academic departments and require students to assist with instruction or research in addition to their own academic studies. If you were accepted as a graduate student and did not receive notification of a financial award, you should assume that you are not a recipient of an assistantship.

Do not proceed to the University with the expectation that you may be awarded an assistantship at a later date; plan on meeting your own educational expenses for the duration of your studies. No long-term loan funds are available through the University. All students must therefore bring enough money to cover their expenses.

Married students who wish to have their families join them should realize their financial burdens. A married couple who can live inexpensively will require at least $1500 more per year than a single student. An additional $1000 is necessary for each accompanying child for a minimum standard of living. Visas are not issued to the family of students unless they have sufficient funds for dependents in addition to the amount required for the single student. Many students find it is best to delay bringing their families until they have found housing and settled in the community.

### Health insurance

Health insurance is very important because of the high cost of medical care in the United States. The State University of New York sponsors a health insurance program that is mandatory for all international students. The cost is included in the tuition and fee payment you make to the University. Optional coverage is available for your spouse and/or child(ren) if they will be joining you. The insurance covers doctor's visits, hospitalization, medication, laboratory tests, medical evacuation, repatriation, and other related costs. There are some exceptions. More specific information on the health insurance program will be provided when you arrive.

## ACADEMIC ADVISING

Academic advisors help students plan their academic programs to achieve their educational aspirations and career objectives. Because it is important that you build a coherent and thoughtful program with an advisor who knows about academic options, procedures, policies, and regulations, you should come prepared to discuss your academic interests.

### Transfer credit

Courses taken at another institution must be evaluated by a staff or faculty advisor before academic credit can be transferred to Binghamton. Your academic advisor will notify you of any transfer credit after you arrive.

## INTERNATIONAL STUDENT ADVISING OFFICE

**Hinman G-1**
**(607) 777-2510**

The International Student Advising Office is a central reference point for international students. The office provides technical, advising, and counseling services for students and scholars from abroad, coordinates programs of special interest to international students, and serves as an advocate for international student concerns.

Students are required to report to the office upon their arrival in Binghamton, and to keep the office informed of changes in their address, curriculum, and status. You should address all questions regarding the maintenance of legal status in the United States to this office. You are invited and encouraged to maintain close ties with the office throughout your educational career at the University.

If your plans change, and you decide not to attend Binghamton University, please return the Certificate of Eligibility to the International Student Advising Office and notify the Admissions Office of your decision. If you wish to defer your admission to a subsequent semester, indicate your decision when you contact these offices.

## TEMPORARY ACCOMMODATIONS

If you arrive before the residence halls open, or if you plan to live off campus and have not yet found an apartment, you may need to stay in a local motel. The following list gives you an idea of motels that are convenient to the campus or inexpensively priced. Rates are subject to 7% sales tax and do not include breakfast. All rates are subject to change.

| MOTEL | COST/NIGHT | DISTANCE FROM CAMPUS (in miles) |
|---|---|---|
| VESTAL MOTEL<br>(607) 754-8090 | Single $30.00<br>Double 35.00 | 4 |
| HOLIDAY INN-SUNY<br>(607) 729-6371 | Single $62.00<br>Double 69.00 | directly across the road, 5-minute walk |
| HOWARD JOHNSON<br>(607) 729-6181 | Single $39.95<br>Double 44.95 | 2 |
| RED ROOF INN<br>(607) 729-8940 | Single $45.00<br>Double 55.00 | 5 |
| SKYLARK<br>(607) 748-3392 | Single $26.00<br>Double 30.00 | 5 |
| PARKWAY<br>(607) 785-3311 | Single $45.00<br>Double 55.00 | 3 |
| BEST WESTERN<br>(607) 729-9194 | Single $47.95<br>Double 55.95 | 4 |
| PARK PLAZA INN<br>(607) 770-9333 | Single $47.95<br>Double 55.95 | 4 |
| SUPER 8<br>(607) 773-8111 | Single $39.95<br>Double 44.95 | 10 |
| DAY'S INN<br>(607) 724-3297 | Single $60.00<br>Double 70.00 | 10 |
| COMFORT INN<br>(607) 722-5353 | Single $46.00<br>Double 54.00 | 10 |

The Colonial Village, one mile from campus rents furnished rooms with baths on a monthly basis for $275.00. Call (607) 797-4514 for more information.

## A REVIEW OF IMPORTANT INFORMATION

We hope this information is helpful to you, as you arrange for your new educational experience. You are encouraged to reread it and carefully note the items that pertain to your situation. Please pay careful attention to your requirements and obligations. To summarize:

1. Make sure your travel documents are in order. Do not finalize your arrangements to depart until you have your passport, Certificate of Eligibility, and visa stamp. You may enter the United States only if your Certificate of Eligibility is endorsed to the university in which you intend to enroll.
2. Take care of your financial obligations and arrange for proper monetary transfer. Carefully review requirements for obtaining foreign exchange. Make sure you have adequate funds.
3. Plan to arrive on campus on the date designated. If you wish to live on campus, apply for residence hall accommodations promptly.
4. Be prepared to discuss your academic plans and interests. Do not rely on others to plan your program for you. But do not register for classes without seeing an advisor during the orientation program.
5. If you do not plan to enroll at Binghamton University in the semester for which you have been admitted, return the Certificate of Eligibility to the International Student Advising Office, and notify the Admissions Office of your decision.

Again, we wish you a warm welcome to Binghamton University. If you arrive on campus after working hours (after 4 pm) and need emergency assistance, please call the Department of Public Safety at 777-2393.

## BEFORE YOU LEAVE

**The staff of the International Student Advising Office welcomes you to Binghamton University.**

This brochure will assist you in arranging your travel to the United States and planning your educational career at Binghamton University. Please read it carefully.

## PLANNING FOR ARRIVAL

### Travel documents

Unless you are a Canadian citizen, you must obtain a passport and a visa (a permit to enter the United States).

*Student Visa (F-1)*. Unless you have previously verified alternative visa status, you will find enclosed the Certificate of Eligibility (Form I-20) necessary for acquiring a student (F-1) visa. Present the Form I-20 with your passport to a United States consular officer at a United States consulate or embassy to obtain a visa application.

Canadian students must present Form I-20 to US Immigration officials at the United States-Canadian border.

DO NOT enter the United States on another school's I-20. To do so and then enroll at Binghamton University would be a violation of US Immigration Service regulations.

DO NOT attempt to enter the United States on a visitor/tourist visa (B-2) unless it is designated "Prospective Student" by a consular officer. The US Immigration Service rarely authorizes a change of status from B-2 to F-1.

*Exchange Visitor Visa (J-1)*. Students whose expenses are paid by an international organization or a US government agency, or who participate in a University exchange program, may receive a Certificate of Eligibility for Exchange Visitor Status (Form IAP-66). Present this form to the consular officer when applying for a J-1 visa and present it again at the port of entry.

### Health requirements and health report

You will be informed of any health and immigration requirements when you apply for your visa. A physical examination may be required. The University further requires, as a condition of enrollment, that all students have a Medical History and Health Evaluation Form completed by a physician and submitted to the University Health Service. You must comply with certain immunization requirements. If you do not do this before leaving home, you must be examined by a physician at your own expense after you arrive.

BEST COPY AVAILABLE

## Things to bring

**Climate and clothing needs:** New York State has a varying climate with four distinct seasons.

| | | *Temperature* | |
|---|---|---|---|
| *Season* | *Months* | *Fahrenheit* | *Centigrade* |
| Summer | June September | 40 to 90° | 4 40 to 32 0 |
| Fall | September December | 20 to 80° | 6 5 to 25 5 |
| Winter | December March | 0 to 45° | 18 0 to 7 0 |
| Spring | March June | 40 to 72° | 4 5 to 22 0 |

Temperatures vary considerably from year to year. During spring, summer, and fall, moderate periods of rainfall occur; snow falls periodically during the winter months. Three basic types of clothing are essential. In winter, heavy jackets or overcoats, warm hats, scarves, gloves, and boots are needed. During chilly autumn and spring days, raincoats or medium-weight wool coats or jackets are worn outdoors, sweaters indoors. A light-weight jacket is sometimes necessary for cool nights during spring, summer, and fall.

**Personal items:** Most students like to bring typical examples of arts, crafts, traditional dress, photographs, records or tapes, maps, or other items descriptive of their country and culture, both to show interested Americans and to provide a touch of home decoration in their new homes. You may want to bring items you use regularly that may not be readily available, or may be more expensive, in the United States—for example, eyeglasses, cameras, watches, or portable radios. You may also have the opportunity to visit a duty-free port where such items may be purchased at a reduced cost.

If you live on campus, basic furniture is provided in campus residence halls, but bed linens, blankets, pillows, and towels are not. You may rent these items at additional cost, but they may not be available when you first arrive. If possible, bring a bedsheet, a light blanket, and a towel with you from home or purchase them before moving into the residence hall.

## Things to leave at home

You can obtain a booklet on customs regulations at the consulate or embassy where you acquire your visa. Prohibited items include some foodstuffs, narcotics, and items for resale.

Since students are expected to buy required textbooks for all courses, and supplemental reading materials for review and research are available in libraries, you need not bring any books used in previous study.

It is best to purchase electrical appliances after you arrive; appliances manufactured outside the US may not be compatible with the power supply or may not be allowed in residence halls.

## Arranging for mail

Until you have a mailing address in Binghamton, you may have your letters (not parcels) mailed to you in care of the International Student Advising Office, Binghamton University, PO Box 6000, Binghamton, NY 13902 6000. "Hold for arrival" should be marked on the envelope. DO NOT send baggage to the International Student Advising Office. The University cannot be responsible for the security of any mail forwarded.

# TRAVELING TO THE UNITED STATES

## Transportation

If you plan to come directly to Binghamton from your US port of entry, you will save money if you purchase your domestic travel ticket with your overseas flight. Otherwise you will need extra money in US dollars to purchase an airline or bus ticket to Binghamton. Exchange rates and US taxes generally make it more expensive to buy tickets after you arrive.

Before buying an airline ticket, you should shop for the most economic fare. Some national air carriers offer student rates, and organizations often contract with travel agents for group rates. Bookings for discount fares usually must be made months prior to departure. The Council on International Educational Exchange (CIEE) arranges trans-Atlantic and trans-Pacific passage for groups and individuals. You may contact CIEE at one of the following addresses:

28A Poland St
London W1
(Oxford Circus) England

18, Graf Adolf Str.
4000 Dusseldorf 1
Germany

49, rue Pierre Charron
Paris 75008
France

Sanno Grand Building, Room 102
0 14 2 Nagata-cho 2 chome
Chiyoda Ku, Tokyo 100
Japan

205 East 42nd Street
New York, NY 10017
USA

CIEE also sells the International Student Identification Card, which provides for reduced rate air, bus, and train tickets; accommodation discounts in major cities; discounts for certain services and shopping; and traveler's health and accident insurance for the duration of your trip.

## Luggage and baggage

DO NOT send baggage in advance of your arrival; the University does not have storage facilities for luggage, trunks, or packages.

Regardless of the cost for excess weight, it is usually better to bring all personal baggage with you on the plane (check with your travel agent or airline for size and weight limitations) rather than to ship it separately. Even if you spend $100 for excess weight, you will save money, since shipments of large parcels often cost at least that much. Also, you may require the services of an agent to arrange for customs clearance and forwarding of unaccompanied parcels. Such services are expensive and result in considerable delays.

## Money

It is a good idea to exchange currency for US dollars before your departure, but you should not travel with large amounts of cash—there is too much danger of loss or theft. If you anticipate bringing large sums of money to the United States, ask a bank about the safest and most convenient means of carrying or transferring funds. If you make arrangements for funds to be transferred in US dollars to a US bank before you leave home, that money will be available to you when you arrive on campus. Foreign currency is not available in most US cities, and the University and all local businesses accept only US dollars.

When you arrive in the US, you should have sufficient funds to cover your expenses until you arrive at the campus. The amount depends, of course, on your travel plans. Once you have decided on your itinerary and estimated your expenses, you should purchase traveler's checks in US dollars for the amount of money you need. Traveler's checks, obtained at banks or travel offices, can be cashed by banks and by most businesses, including hotels, restaurants, and airports.

It is also advisable to carry a small amount of cash—at least fifty dollars in paper currency and two or three dollars in coins or "change" for telephones, baggage lockers, bus fares, and tips. The lower denominations of US paper money are: $1, $5, $10, and $20 bills; coins are 1 cent (penny, $0.01), 5 cents (nickel, $0.05), 10 cents (dime, $0.10), 25 cents (quarter, $0.25), and 50 cents (half dollar, $0.50).

# ARRIVAL IN THE UNITED STATES

## Inspection

When you arrive in the United States, a US customs inspector examines your luggage to determine compliance with customs regulations concerning personal items.

At the time of your US Immigration inspection, you must show your passport and surrender your I-20 or IAP-66. Page 3/4 of the I-20 or the pink copy of the IAP-66 is returned to you for future use. The Immigration officer issues the entry permit, Form I-94 (Arrival-Departure Record), and staples it into your passport.

If you have a problem with customs or immigration, contact the International Student Advising Office at Binghamton University immediately.

## Port-of-entry services

Arrival in a strange city in a foreign culture can be a confusing experience. If you will be arriving in New York City, we recommend that you get assistance, by prior arrangement, from International Student Services (ISS). ISS representatives meet new students at the airport and assist them in completing entry procedures, making room reservations, and arranging for transportation to the campus. The ISS representative wears a blue arm band with white lettering saying "Foreign Student Adviser."

To arrange for these services, fill out the enclosed Arrival Information Request Form and mail it to the address on the top of the form.

## Staying in the port city

If time permits, you may enjoy staying in the port city or any city for several days as a way to begin your educational trip. Any stay, however, is likely to be very expensive unless carefully planned in advance. Specific information on expenses, places to stay and eat, sightseeing, and transportation is available from travel agents and travel books (Let's Go: USA, published by St. Martin's Press and distributed by Fleetbooks, and Where to Stay USA, published by CIEE, are two good references generally available in bookstores).

In US cities, bus or train service is considerably less expensive than taxis unless you share the ride with other people. If you need a taxi, ask the driver to tell you the approximate rate and then pay the exact fare shown on the meter. It is customary to tip the driver 15 percent of the total fare.

## Travel to Binghamton

From New York City, Binghamton is served by USAir Express, TW Express, and Continental Express airlines at Link Field (Broome County Airport); however, you may find it more convenient to take a bus. Shuttle service is available from New York airports to the Port Authority bus depot, at 42nd Street and 7th Avenue, in New York City. From there, Greyhound and Short Line buses leave for Binghamton several times a day; travel time is less than four hours. There is no rail service to Binghamton. Check schedules with your travel agent.

Non-stop air service to Binghamton is also available from Detroit, Washington, DC, and Philadelphia. Once in Binghamton, you can get to the campus from the airport by taxi or limousine (approximate cost $15), and from the bus terminal by taxi (approximate cost $5) or bus ($.60).

# ARRIVAL AT THE UNIVERSITY

You are expected to arrive at the University no later than the arrival date specified on your I-20 or IAP-66. The University's orientation program begins on this date. It is very important that you attend the orientation program to become familiar with the University and its resources, meet with advisors regarding academic planning, and become familiar with the community. You will also need to secure housing, get settled, and learn about University procedures and regulations, register for courses, recover from travel fatigue, and begin the transition to life in a new environment and cultural setting.

Orientation materials, sent to you separately, include instructions on where to go when you arrive on campus. If you arrive before the designated date, report directly to the International Student Advising Office.

## Housing

If you plan to live in University housing on campus, you must send a $175 deposit to Student Accounts, Binghamton University, PO Box 6003, Binghamton, New York 13902-6003, as soon as you make your decision to enroll here. Rooms are not held for you without a deposit; if currency exchange regulations in your country prohibit your submitting a deposit, contact the International Student Advising Office.

If you prefer to live off campus, you should arrive at least two weeks prior to the orientation program to find housing. The University cannot reserve housing in the community for you, but the Off Campus College office offers help and guidance with the search for an apartment or room; meet with the staff in that office when you arrive.

BEST COPY AVAILABLE

Document 13.11a. Sample Orientation Brochure
*The American University*

Dear International Student,

Congratulations on your acceptance to The American University! On behalf of the university community, we wish to invite you to attend the AMERICAN UNIVERSITY'S FALL 1993 ORIENTATION PROGRAMS.

While this brochure is designed specifically for the international student, many of the programs are part of the university's general orientation and will be attended by American students as well.

The international orientation components are a cross-culturally focused series of sessions designed to facilitate the international undergraduate, transfer, graduate, and ELI students' transition to The American University community. The various components will also provide a timely opportunity to become familiar with:

1) required academic and immigration rules, regulations and procedures. This is important whether you plan to earn a degree, transfer to another program or university, or pursue authorized work experiences;

2) essential and useful support services that provide advice, counsel, or assistance in academic course registration, employment, financial, health related, housing, immigration, social and spiritual matters; and,

3) the uniqueness of The American University community.

Please review this Fall 1993 Orientation Brochure for sessions particularly related to you. admission and visa status. We highly recommend that you participate in the entire orientation program. If you need off-campus housing, we also recommend that you attend the "Pre-Orientation Housing Workshop" described in this brochure.

On behalf of the staffs of the Offices of Student Activities (SA) and the International-Intercultural Student Services (OIS) and the larger university community, we look forward to meeting you and learning with you during orientation and throughout your studies at The American University.

Sincerely,

Larry E. Williams M.Ed.
Director, Office of
Student Activities

Gary K. Wright Ph.D.
Director, Office of
International-Intercultural
Student Services

## FRIDAY AUGUST 27th

**General Undergraduate Student Orientation ***
*** Schedule is subject to change.**

| | |
|---|---|
| 10:00am-11:00am | Library Tour |
| 11:00am-12:00pm | University Welcome/Keynote Speaker |
| 12:00pm | Muslim Services |
| 12:00pm- 1:00pm | Luncheon on the Quad** |
| 1:30pm - 3:30pm | College and School Programs<br>Shabbat Services |
| 4:00pm - 5:00pm | Small Group Meetings |
| 6:00pm - 8:00pm | Annual American Barbecue with Entertainment** |

**General Graduate Student Orientation ***
*** Schedule is subject to change.**

| | |
|---|---|
| 9:30am -11:30am | Meet with College and School Representatives |
| 12:00pm | Muslim Services |
| 12:00pm- 1:00pm | Luncheon on the Quad** |
| 1:00pm - 2:00pm | Library Tour |
| 1.30pm - 3:30pm | Shabbat Services |
| 6:00pm - 7:00pm | Graduate Dinner** |
| 8:00pm - | Graduate Evening on the Town** |

## SATURDAY, August 28th

| | | |
|---|---|---|
| 9:00am - 9:30am | Mathematics Placement Exam | U |
| 11:00am-12:00pm | Mathematics Equivalency Exam | U |
| 2:00pm - 4:00pm | Freshman 101 Video Discussion | U |
| 8:00pm - | Entertainment | A |

## SUNDAY, August 29th

| | | |
|---|---|---|
| 10:30am- 1:00pm | Jazz Brunch** | A |
| 1:00pm - 5:00pm | D.C. Excursions | A |
| 7:00pm - 9:00pm | Entertainment | A |

**Note: Events marked with * * will cost approximately $7 - $10 per student. All other events are free of charge.**

An equal opportunity/affirmative action university.

# Orientation
# Fall 1993

CHARTERED BY ACT OF CONGRESS · 1893
THE AMERICAN UNIVERSITY
WASHINGTON, D.C.
PRO DEO ET PATRIA

## The International Student Edition

**Office of International-Intercultural Student Services**
**Butler Pavilion Room 408**
**4400 Massachusetts Avenue, N.W.**
**Washington, D.C. 20016-8041**
**Telephone: (202)885-3350**
**Fax: (202)885-3354**

Document 13.11b.

# The American University Student Orientation
# Fall 1993 - International Edition

## *The American Centennial - Let the Spirit Move You !*

Welcome to The American University and to what we hope will be a successful and productive collegiate experience. You are about to begin one of the most exciting and challenging times of you life. To assist you with your transition to both AU and American lifestyle, we have developed an Orientation Program especially for international students. Follow the special symbols to determine which sessions are designed for you:

| | |
|---|---|
| A | **All International Students** |
| U | **Undergraduate Students** |
| G | **Graduate Students** |
| E | **English Language Institute (ELI) Students** |

### PRE-ORIENTATION HOUSING WORKSHOP

Finding housing in a new city may be one of your highest priorities. Since the orientation schedule provides little time to look for housing, we suggest you attend this workshop.

You will be provided with resources and techniques necessary for finding housing in the Washington, D.C. area. You will also become acquainted with the city and transportation system.

If you are interested in this program, please fill out the Housing Workshop section on the enclosed Registration form.

**Note:** Please be advised that university housing for graduate students is very limited. If you have applied for housing but have not paid a housing deposit, you are not guaranteed housing.

### TEMPORARY HOUSING

During orientation, limited temporary on-campus housing is available on a first-come, first-served basis starting Friday, August 20th. No reservations are accepted. Please go to Anderson Hall to check-in.

If you have been assigned to a residence hall room for the year, you may move in starting on August 20th. Please check-in directly to your assigned hall.

If you arrive in Washington, D.C. before August 20th, please refer to your Pre-Arrival Guide for off-campus accommodations.

### WORKSHOP SCHEDULE

### THURSDAY, August 19th

| | | |
|---|---|---|
| 10:00 am | Workshop Check-in | Gianni Room |
| 10:45 am | Getting to Know DC and the Surrounding Areas | |
| 11:15 am | How to Get Around D.C. | |
| 1:00 pm | Preparing for the Housing Search | |
| 2:00 pm | The Housing Search | |

### FRIDAY, August 20th

| | |
|---|---|
| 10:00am- | Search Assistance in the Off Campus Housing Resource Center |

### ORIENTATION SCHEDULE

### MONDAY, August 23rd

| | | |
|---|---|---|
| 9:30am - 5:00pm | Check-in A | Gianni Room |
| 10:30am-12:00pm | Program Welcome & Overview A | |
| 12:00pm- 2:00pm | Campus Tours A | |
| 2:00pm - 3:00pm | Immigration A<br>F-1 students<br>J-1 students<br>Other Visa Categories<br>ELI students (any category) | |
| 3:00pm - 4:00pm | Registration Process A | |
| 4:00pm - 4:30pm | Questions & Answers A | |
| 4:30pm - 5:15pm | English Test Preview A | |
| 5:15pm - 6:00pm | Housing Search Assistance A<br>Life in the Residence Halls A | |
| 6:00pm - | International Student Dinner A | |

### TUESDAY, August 24th

| | |
|---|---|
| 8:30am - | English Placement Test A |
| 2:00pm - 3:30pm | Money Matters A |
| 3:30pm - 4:00pm | Transportation in D.C. A |
| 4:00pm - 4:30pm | Personal Safety in D.C A |
| 4:30pm - 4:45pm | Lemonade Break A |
| 4:45pm - 7:00pm | Discover D.C. A |
| 7:00pm - | Dinner out in D.C.** A |

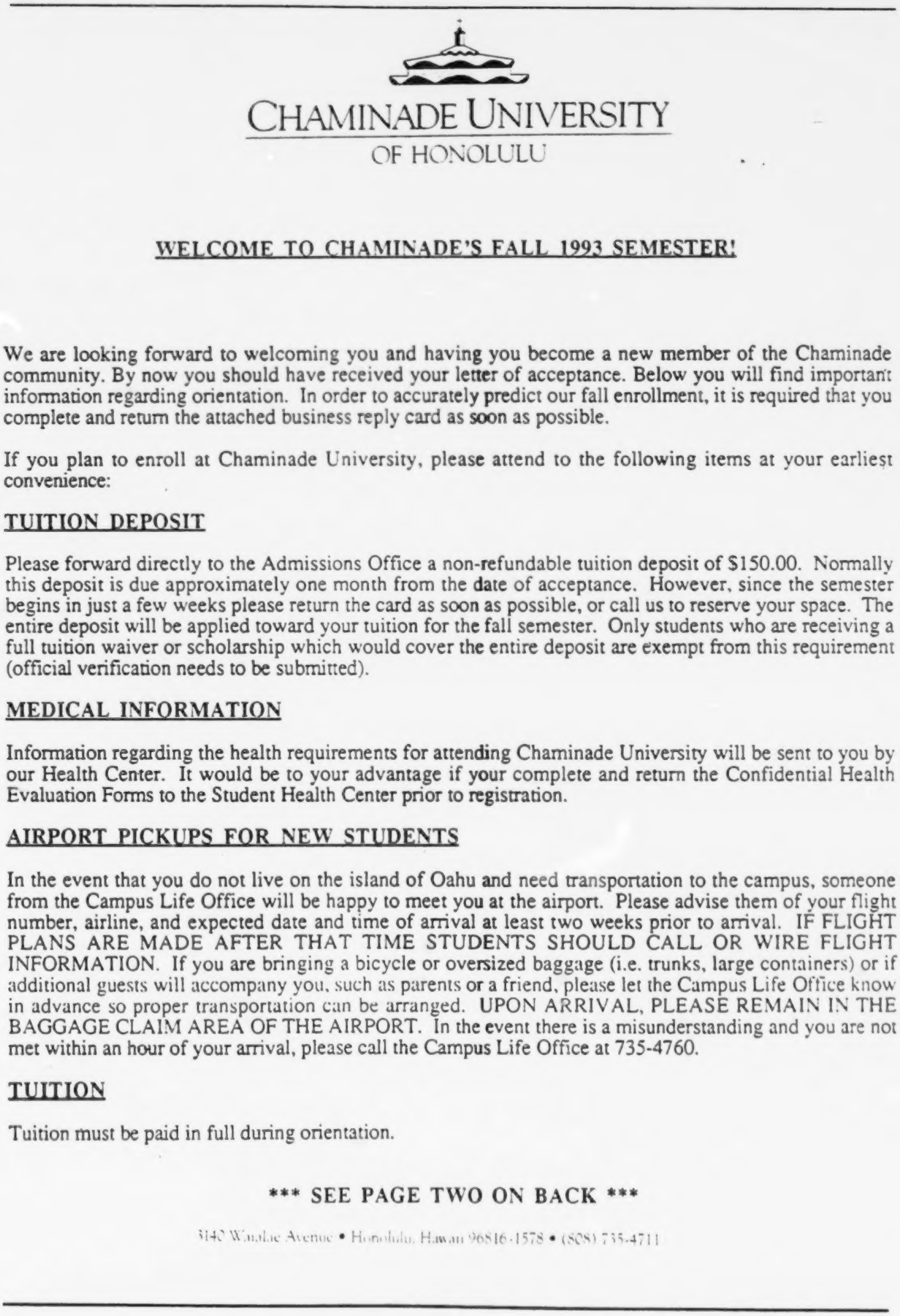
### WEDNESDAY, August 25th

| | |
|---|---|
| 10:00am-11:00am | Meet with Admissions U<br>Financial Aid G |
| 11:00am-12:00pm | On-Campus Employment A |
| 1:00pm - 2:00pm | Academic Survival & Excellence A |
| 2:00pm - 3:00pm | Classroom Sampler A<br>ELI Classroom E |
| 3:00pm - 3:30pm | Questions & Answers A |
| 3:30pm - 4:00pm | Health Issues A |
| 4:00pm - 5:00pm | Internship and Coop A<br>Off-Campus Opportunities A |
| 5:00pm - 6:00pm | Multicultural Experience A |
| 6:00pm - 9:00pm | ISA Dinner and Door Prizes A |

### THURSDAY, August 26th

| | |
|---|---|
| 10:00am | English Test Results for Degree Seeking Undergraduates U |
| 10:00am-11:00am | Graduate Student Life G |
| 11:00am | English Test Results for Degree Seeking Graduates G |
| 11:00am-12:00pm | Undergraduate Student Life U |
| 12:00pm | Test Results for Non-Degree Students, Last Name A - F |
| 12:00pm- 1:00pm | Luncheon** U |
| 1:00pm | Test Results for Non-Degree Students, Last Name G - Z |
| 1:00pm - 1:45pm | Academic Expectations/General Education U |
| 1:45pm - 5:30pm | Academic Overview and Advising Individual School or College U |
| 5:30pm - 6:30pm | Undergraduate Dinner** U |
| 6:00pm - 7:30pm | Graduate Student Barbecue** G |
| 6:30pm - 7:30pm | Sports Time A<br>Volleyball<br>Soccer |
| 8:00pm - 9:00pm | Theatre Performance A |
| 9:00pm -10:00pm | Student Speak and Share U |
| 10:00pm | Social Mixer A |

**International Students Join General Graduate and Undergraduate Orientation *(see other side)***



CHAMINADE UNIVERSITY
OF HONOLULU

## WELCOME TO CHAMINADE'S FALL 1993 SEMESTER!

We are looking forward to welcoming you and having you become a new member of the Chaminade community. By now you should have received your letter of acceptance. Below you will find important information regarding orientation. In order to accurately predict our fall enrollment, it is required that you complete and return the attached business reply card as soon as possible.

If you plan to enroll at Chaminade University, please attend to the following items at your earliest convenience:

### TUITION DEPOSIT

Please forward directly to the Admissions Office a non-refundable tuition deposit of $150.00. Normally this deposit is due approximately one month from the date of acceptance. However, since the semester begins in just a few weeks please return the card as soon as possible, or call us to reserve your space. The entire deposit will be applied toward your tuition for the fall semester. Only students who are receiving a full tuition waiver or scholarship which would cover the entire deposit are exempt from this requirement (official verification needs to be submitted).

### MEDICAL INFORMATION

Information regarding the health requirements for attending Chaminade University will be sent to you by our Health Center. It would be to your advantage if your complete and return the Confidential Health Evaluation Forms to the Student Health Center prior to registration.

### AIRPORT PICKUPS FOR NEW STUDENTS

In the event that you do not live on the island of Oahu and need transportation to the campus, someone from the Campus Life Office will be happy to meet you at the airport. Please advise them of your flight number, airline, and expected date and time of arrival at least two weeks prior to arrival. IF FLIGHT PLANS ARE MADE AFTER THAT TIME STUDENTS SHOULD CALL OR WIRE FLIGHT INFORMATION. If you are bringing a bicycle or oversized baggage (i.e. trunks, large containers) or if additional guests will accompany you, such as parents or a friend, please let the Campus Life Office know in advance so proper transportation can be arranged. UPON ARRIVAL, PLEASE REMAIN IN THE BAGGAGE CLAIM AREA OF THE AIRPORT. In the event there is a misunderstanding and you are not met within an hour of your arrival, please call the Campus Life Office at 735-4760.

### TUITION

Tuition must be paid in full during orientation.

*** SEE PAGE TWO ON BACK ***

3140 Waialae Avenue • Honolulu, Hawaii 96816-1578 • (808) 735-4711

**Document 13.12a. Sample Preadmission Information**
***Chaminade University of Honolulu***

## EXTRA MONEY

Please be advised that Honolulu banks have a 10 to 29 day holding period on out-of-state checks. Therefore, to cover your living and book expenses for the first month, we recommend that you bring U.S. traveller's checks in the denominations of $50.00 or less. Textbooks cost approximately $50.00 per course.

## ORIENTATION

Orientation is scheduled to commence on Tuesday, August 17, 1993 at 9:00 a.m. It is mandatory that all students new to Chaminade attend the orientation meeting. If you are unable to attend, please contact the Campus Life Office at 735-4760. Important information on registration will be given at this meeting. Further details on orientation will be forthcoming.

## CLASSES BEGIN

The first day of classes will be on Monday, August 23, 1993.

If you have any questions, please do not hesitate to call the Admissions Office at (808) 735-4735. Residents of the U.S. Mainland may use our toll-free number 1-800-735-3733, and neighbor island residents may call collect.

A 1993-94 General Catalog is included with this packet. This should prove to be useful for information on programs and policies.

Document 13.12b.

CHAMINADE UNIVERSITY
OF HONOLULU

July 22, 1993

Dear New Student,

*ALOHA!* I wish to congratulate you on your admission to Chaminade University. We welcome you as a student, and know that your association with the University will be a positive, rewarding experience. The Campus Life Office is involved with all aspects of student life and our responsibility is to facilitate your involvement at Chaminade in the best way possible.

Orientation activities for all new students and those living in the Residence Halls will begin on Monday August 16, 1993 at 5:00 p.m. in the Hale Hoaloha lobby. Mandatory orientation for all **new students** including Early Bird registrants is scheduled to begin on Tuesday, August 17, 1993 at 8:30 a.m. in the Henry Hall Courtyard. A general assembly will be held at this time, with information presented on the activities and processes necessary in preparing for your registration. President Kent M. Keith will deliver the opening address. At this time you will also receive your registration packet and information on the specific procedures each student needs to follow for the remainder of the week.

As a part of orientation, you will go through registration clearance in which you will meet with representatives from the following areas and will need the corresponding information; the International Student Advisor, bring I-20, passport, and any other documents; the Student Health Center, bring your health and immunization records; the Cafeteria for those that would like to arrange a meal plan; Parking, bring driver's license, insurance, and registration; Student I.D., bring your smiling face!

During the orientation you will have the opportunity to meet with members of the University administration, faculty, staff, and student body, thus becoming acquainted with the services and activities offered at Chaminade. In addition, student leaders will be available to answer questions, and assist you in any way possible. Remember **tuition** and **fees** are due at the time of registration and **room/board** fees are due on August 6th, unless other arrangements have been made.

The Chaminade University Student Association, Residence Hall Association, and the Campus Life Office have planned several exciting activities throughout Orientation week. These activities include games, comedians, scavenger hunts, a blind volleyball tournament, and a Luau just to name a few. Many of these activities will have prizes to give away and if you attend all of the weeks' activities, you will be eligible to win our grand prize of an interisland ticket to be given away at our Luau on Saturday night. Remember, to be eligible to win the grand prize, you must attend all of the weeks' activities beginning with the Residence Hall games on August 16, 1993, at 5:00 p.m. in the Hale Hoaloha lobby. You will receive a schedule for the remainder of the weeks' activities at the Welcome on Tuesday morning. SEE YOU THERE!

Again, congratulations and welcome to Chaminade. I look forward to meeting you personally, and would be happy to answer any questions you may have prior to August 17th. I can be reached at the Campus Life Office, Freitas Hall, Room 11, or by calling (808) 735-4710. *MAHALO!*

Sincerely,

Bill Unruh

Bill Unruh
Assistant Director for Student Activities

3140 Waialae Avenue • Honolulu, Hawaii 96816-1578 • (808) 735-4711

**Document 13.13a. Sample Preadmission Information**
***Chaminade University of Honolulu***

Document 13.13b.

# PRE-ARRIVAL CHECKLIST

_______If you have been confirmed to reside in the Residence Halls, you may check in on Monday, August 16th, 1993, from 9:00 a.m. to 5:00 p.m. Remember, linen, towels, pillows, and blankets are not provided and it is suggested to bring under-bed storage boxes, desk lamps, and fans. Please refer any questions regarding your housing to Brenda Smith in the Campus Life Office at (808) 735-4710.

_______The dress in Hawaii is very casual (shorts and t-shirts) due to the culture and warm weather. However, sweatshirts and jeans or long pants may be needed for the cooler winter months and dress clothes may be needed for formal events.

_______Spending money will be needed for school books, for personal expenses such as entertainment, and for incidentals like paper, pencils, notebooks, laundry soap, and toiletries.

_______As for transportation, a bicycle or moped (with helmet) is a good idea for getting around and can make you more independent during your free time. Honolulu has a very fine bus system that can take you from one end of the island to the other. Bus passes with unlimited usage cost $15 monthly.

_______If you need transportation from the airport, we are providing a shuttle service. Please contact the Campus Life Office at (808) 735-4710 with the information on your airline, flight number and time of arrival. When you arrive at the airport, please be on the lookout for our Chaminade representatives. Please remember that we will be giving others transportation so there may be a waiting period. Also, we will attempt to meet you at your arrival gate, however, if we are unable to meet you there, please go directly to your baggage claim area and we will meet you there. If you are arriving from an international destination, we will meet you outside the baggage claim and customs area for International Arrivals.

______The campus bookstore offers a wide selection of supplies, stationary, and clothing items, as well as all textbook requirements. Personal checks are accepted with valid identification (driver's license, major credit cards, military I.D.) if they are imprinted with name, address, phone numbers, and social security number. American Express, Mastercard and VISA are also accepted in payment for books and supplies.

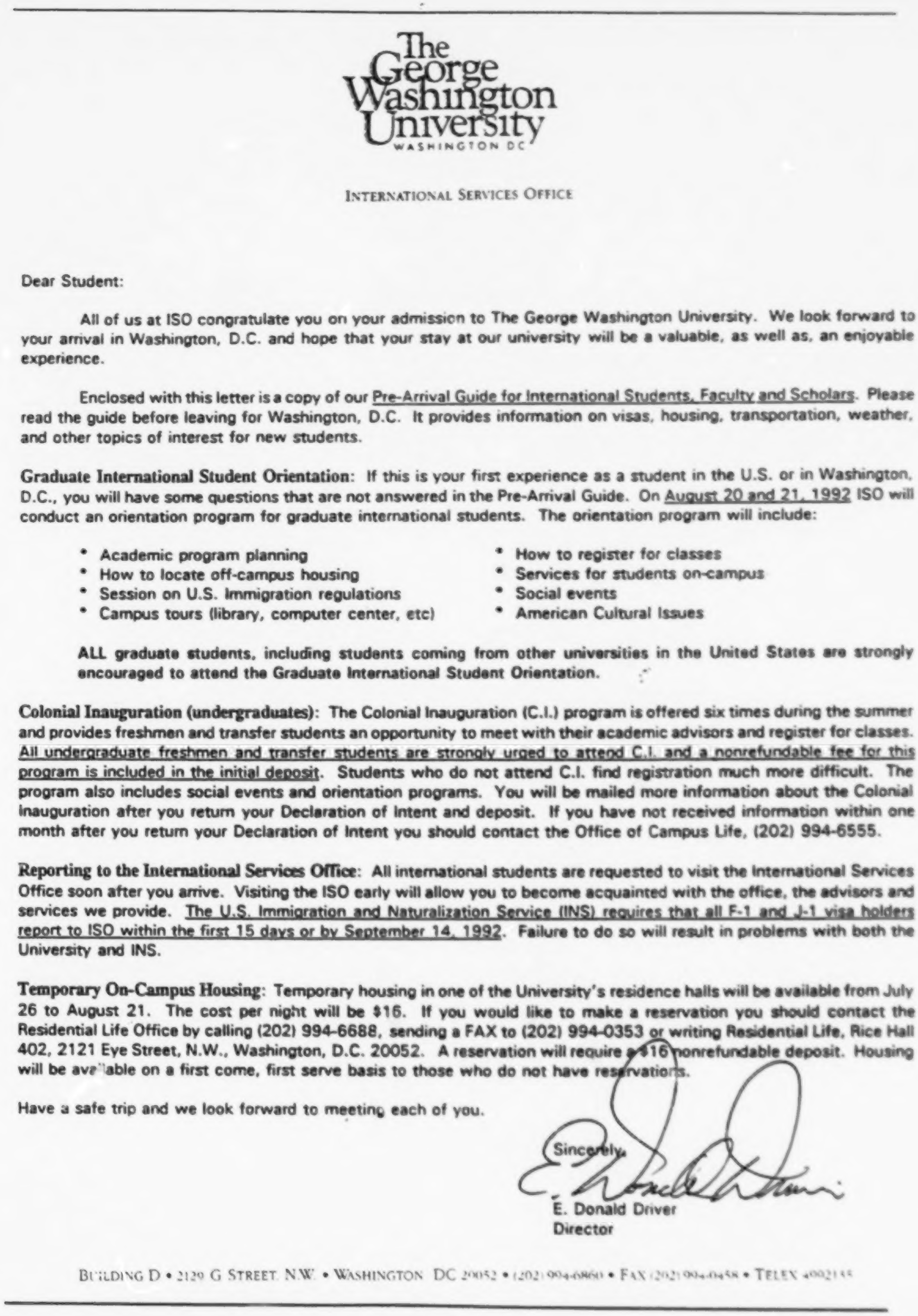
______If you would like a Hawaii state I.D., this may be done when you get here, only if you bring your original birth certificate and social security card with you. A Hawaii state I.D. will be helpful if you plan on getting a checking account or if you want to claim residency in Hawaii.

______The Student Health Center recommends that if you are covered by your parents' health and dental plans you should check with the insurance carrier regarding out-of-state filing procedures. Please inform the Health Center of your insurance company and policy number so that your records will be complete. As health care is very costly in Honolulu, we recommend that you take care of any preexisting medical and/or dental concerns prior to leaving home. Please check to make certain that you have fulfilled the requirements for health clearance so that your registration will not be held up. Health cards will be issued during orientation at registration clearance, providing all requirements have been met. Any questions regarding your health clearance may be answered by the Student Health Center at (808) 735-4759.

______If you will be making long distance phone calls, it may be helpful to have a phone card such as MCI, AT&T, or U.S. Sprint. International students should make other arrangements before you get here.

______If you are an International Student, make sure all your paperwork is in order now! Once you get here, bring your I-20, passport, and any other important documents with you to registration clearance to be checked by the International Student Advisor, Laurie Cox.

BEST COPY AVAILABLE



The George Washington University
WASHINGTON DC

INTERNATIONAL SERVICES OFFICE

Dear Student:

All of us at ISO congratulate you on your admission to The George Washington University. We look forward to your arrival in Washington, D.C. and hope that your stay at our university will be a valuable, as well as, an enjoyable experience.

Enclosed with this letter is a copy of our Pre-Arrival Guide for International Students, Faculty and Scholars. Please read the guide before leaving for Washington, D.C. It provides information on visas, housing, transportation, weather, and other topics of interest for new students.

**Graduate International Student Orientation:** If this is your first experience as a student in the U.S. or in Washington, D.C., you will have some questions that are not answered in the Pre-Arrival Guide. On August 20 and 21, 1992 ISO will conduct an orientation program for graduate international students. The orientation program will include:

- Academic program planning
- How to locate off-campus housing
- Session on U.S. Immigration regulations
- Campus tours (library, computer center, etc)
- How to register for classes
- Services for students on-campus
- Social events
- American Cultural Issues

**ALL graduate students, including students coming from other universities in the United States are strongly encouraged to attend the Graduate International Student Orientation.**

**Colonial Inauguration (undergraduates):** The Colonial Inauguration (C.I.) program is offered six times during the summer and provides freshmen and transfer students an opportunity to meet with their academic advisors and register for classes. All undergraduate freshmen and transfer students are strongly urged to attend C.I. and a nonrefundable fee for this program is included in the initial deposit. Students who do not attend C.I. find registration much more difficult. The program also includes social events and orientation programs. You will be mailed more information about the Colonial Inauguration after you return your Declaration of Intent and deposit. If you have not received information within one month after you return your Declaration of Intent you should contact the Office of Campus Life, (202) 994-6555.

**Reporting to the International Services Office:** All international students are requested to visit the International Services Office soon after you arrive. Visiting the ISO early will allow you to become acquainted with the office, the advisors and services we provide. The U.S. Immigration and Naturalization Service (INS) requires that all F-1 and J-1 visa holders report to ISO within the first 15 days or by September 14, 1992. Failure to do so will result in problems with both the University and INS.

**Temporary On-Campus Housing:** Temporary housing in one of the University's residence halls will be available from July 26 to August 21. The cost per night will be $16. If you would like to make a reservation you should contact the Residential Life Office by calling (202) 994-6688, sending a FAX to (202) 994-0353 or writing Residential Life, Rice Hall 402, 2121 Eye Street, N.W., Washington, D.C. 20052. A reservation will require a $16 nonrefundable deposit. Housing will be available on a first come, first serve basis to those who do not have reservations.

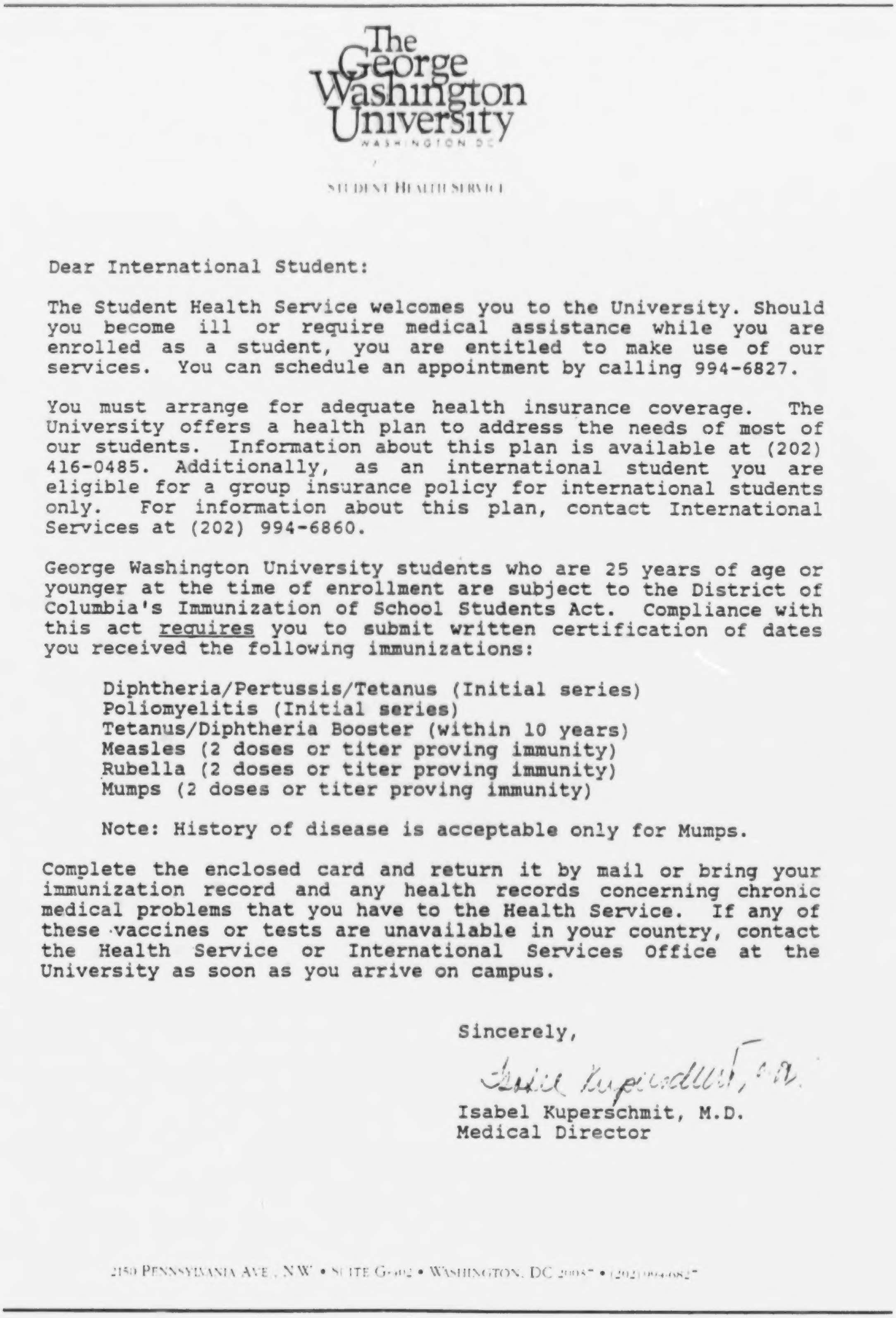
Have a safe trip and we look forward to meeting each of you.

Sincerely,

E. Donald Driver
Director

BUILDING D • 2129 G STREET N.W. • WASHINGTON DC 20052 • (202) 994-6860 • FAX (202) 994-0458 • TELEX 4002135

Document 13.14. Sample Prearrival Information, International Services Office
*The George Washington University*



The George Washington University
WASHINGTON DC

STUDENT HEALTH SERVICE

Dear International Student:

The Student Health Service welcomes you to the University. Should you become ill or require medical assistance while you are enrolled as a student, you are entitled to make use of our services. You can schedule an appointment by calling 994-6827.

You must arrange for adequate health insurance coverage. The University offers a health plan to address the needs of most of our students. Information about this plan is available at (202) 416-0485. Additionally, as an international student you are eligible for a group insurance policy for international students only. For information about this plan, contact International Services at (202) 994-6860.

George Washington University students who are 25 years of age or younger at the time of enrollment are subject to the District of Columbia's Immunization of School Students Act. Compliance with this act requires you to submit written certification of dates you received the following immunizations:

Diphtheria/Pertussis/Tetanus (Initial series)
Poliomyelitis (Initial series)
Tetanus/Diphtheria Booster (within 10 years)
Measles (2 doses or titer proving immunity)
Rubella (2 doses or titer proving immunity)
Mumps (2 doses or titer proving immunity)

Note: History of disease is acceptable only for Mumps.

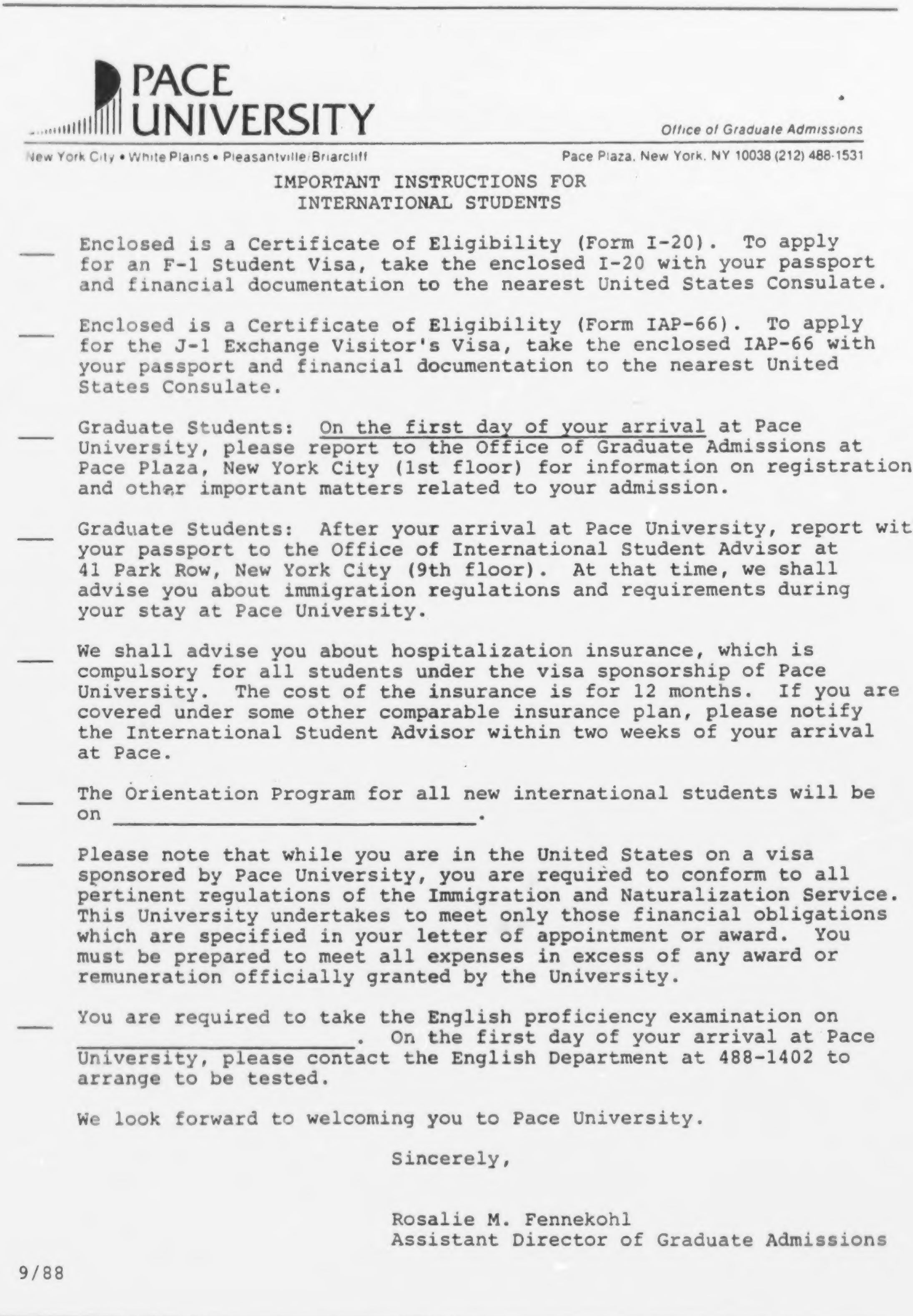
Complete the enclosed card and return it by mail or bring your immunization record and any health records concerning chronic medical problems that you have to the Health Service. If any of these vaccines or tests are unavailable in your country, contact the Health Service or International Services Office at the University as soon as you arrive on campus.

Sincerely,

Isabel Kuperschmit, M.D.
Medical Director

2150 Pennsylvania Ave., N.W. • Suite G-402 • Washington, DC 20037 • (202) 994-6827

Document 13.15. Sample Prearrival Information, Student Health Service
*The George Washington University*



PACE UNIVERSITY
New York City • White Plains • Pleasantville/Briarcliff
Office of Graduate Admissions
Pace Plaza, New York, NY 10038 (212) 488-1531

IMPORTANT INSTRUCTIONS FOR
INTERNATIONAL STUDENTS

___ Enclosed is a Certificate of Eligibility (Form I-20). To apply for an F-1 Student Visa, take the enclosed I-20 with your passport and financial documentation to the nearest United States Consulate.

___ Enclosed is a Certificate of Eligibility (Form IAP-66). To apply for the J-1 Exchange Visitor's Visa, take the enclosed IAP-66 with your passport and financial documentation to the nearest United States Consulate.

___ Graduate Students: On the first day of your arrival at Pace University, please report to the Office of Graduate Admissions at Pace Plaza, New York City (1st floor) for information on registration and other important matters related to your admission.

___ Graduate Students: After your arrival at Pace University, report with your passport to the Office of International Student Advisor at 41 Park Row, New York City (9th floor). At that time, we shall advise you about immigration regulations and requirements during your stay at Pace University.

___ We shall advise you about hospitalization insurance, which is compulsory for all students under the visa sponsorship of Pace University. The cost of the insurance is for 12 months. If you are covered under some other comparable insurance plan, please notify the International Student Advisor within two weeks of your arrival at Pace.

___ The Orientation Program for all new international students will be on ______________________________.

___ Please note that while you are in the United States on a visa sponsored by Pace University, you are required to conform to all pertinent regulations of the Immigration and Naturalization Service. This University undertakes to meet only those financial obligations which are specified in your letter of appointment or award. You must be prepared to meet all expenses in excess of any award or remuneration officially granted by the University.

___ You are required to take the English proficiency examination on ______________________. On the first day of your arrival at Pace University, please contact the English Department at 488-1402 to arrange to be tested.

We look forward to welcoming you to Pace University.

Sincerely,

Rosalie M. Fennekohl
Assistant Director of Graduate Admissions

9/88

Document 13.16. Sample Prearrival Checklist
*Pace University*

## PRE-ARRIVAL INFORMATION FOR FOREIGN STUDENTS

**INTRODUCTION.** We welcome you to Pace University and hope that you will enjoy being a part of our international community. In order to assist you on your arrival and during your first semester at Pace, we ask that you read the following instructions very carefully.

**U.S. IMMIGRATION REQUIREMENTS.** Students entering the United States for the first time may obtain F-1 student visas by presenting Form I-20 (Certificate of Eligibility issued by Pace University) with an affidavit of support (a detailed statement of financial resources) to the United States Consulate or Embassy. Form I-20 is also used to obtain F-2 visas for dependents. J-1 visas will be issued upon presentation to the U.S. Consulate of the IAP-66 Form. If you have been accepted to Pace University but your I-20 or IAP-66 Form has not yet been received and there is little time left before school starts, take your letter of acceptance to the U.S. Consulate and request a PROSPECTIVE STUDENT VISA. Do not enter the United States with a visitor's visa. It may not be changed to a student visa here. Applications for visas should be made as early as possible to avoid delay. If there are further questions or if assistance is needed for this process, contact Judith Bauduy, (212)346-1368. FAX # (212)346-1563.

**FINANCIAL ARRANGEMENTS.** If home currency regulations permit, students are advised to bring at least $500.00 in Travelers' Checks in addition to your regular monthly allowance for your expenses during the first few weeks of the term. The tuition and fees should be in a separate check made payable to Pace University or your own name. DO NOT bring large sums of cash. Your funds must arrive at the University in time to pay for registration. Students transferring money directly from overseas should allow 15-21 business days for processing and check clearance and request receipts at the time of the transaction. Do not send cash through the mail.

**PLANNING FOR ARRIVAL IN THE UNITED STATES.** Upon arrival at Kennedy International Airport do not leave your baggage unattended at any time. You will need U.S. $1.50 to rent a luggage carrier. The easiest way to get anywhere from the airport is by taxicab. The cost for one to four persons will be around $35.00 plust tip to Pace and will be registered on the cab meter. A more economical way is to take the Carey Bus which leaves the airport every half hour and then a taxi, train or bus. The current fare for the Carey bus is $9.50.

**HOUSING.** Pace University, New York Campus, has on-campus housing. The dormitory has no facilities for married couples. Applications must be made many months in advance, and unless you receive confirmation from the University a room is not guaranteed. When you receive a room confirmation, inform the Housing Office of your arrival date. Furnished rooms do not include linen, pillows or blankets. Off-campus housing throughout the metropolitan area of New York is expensive and hard to find. It is almost impossible to locate an apartment within walking distance of the school. The Director of International Education has some off-campus apartment listings and will provide whatever assistance is possible. If you need an apartment, plan your arrival in New York sufficiently early to look for one. If you family is

**Document 13.17a. Sample Prearrival Information**
*Pace University*

accompanying you, it might be advisable not to bring them with you but to send for them when you have found suitable accommodations.

**FOR GRADUATE STUDENTS ONLY.** The International House is a private residence for foreign and American graduate students attending educational institutions in New York City. Applications to International House must be made well in advance. Write directly to International House, 500 Riverside Drive, New York, New York, 10027.

**TEMPORARY HOUSING.** If you will require temporary housing when you first arrive in New York, it is best to reserve a room well in advance. Write or telegram the exact date needed, stating that you are a student, directly to Sloane House YMCA, 356 West 34th Street, New York, New York 10001. Request confirmation. Other options are:
Vanderbilt YMCA, 224 East 47th Street, New York, New York 10017
Telephone: (212)755-2410
The New York International AYH Hostel, 891 Amsterdam Ave,(W 103rd St.)
New York, New York 10025
Telephone: (212)932-2300
Once you have established a permanent address it is important that you inform the Office of International Education and complete a Change of Address form at the Registrar's Office.

**CLIMATE AND CLOTHING.** New York's climate varies from severe heat in the summer to freezing cold in the winter. Clothing made from light cotton is most comfortable for the summer. In the fall and spring, add heavier cotton and light woolens. New York winters are often windy as well as cold, and you will need rain gear all year long.

**ARRIVAL.** If you have been admitted for the Fall semester, you should plan to arrive by mid-August and for the Spring semester arrive mid-December. After your arrival in New York, present yourself to the Office of International Education for a pre-registration briefing. Orientation information will also be available to you at this time.

**ENGLISH REQUIREMENTS.** After arrival, most students will be required to take the University's English and Speech Placement Tests. If you do not meet the University's standards, you will be required to follow a program of English courses exclusively or English courses in conjunction with a reduced academic program. No degree credit is given for these courses and their addition to your program will lengthen the time you will need to earn your degree and increase your costs. A Math Placement Test will also be given to undergraduates before registration.

**HEALTH INSURANCE.** Health care in the U.S. can be very costly. All International students are automatically enrolled in a Health Insurance Program. The cost will be added to the fees. If a student already has health insurance coverage, inform the Office of International Education upon arrival so that the fee can be waived.

Judith Bauduy
JB:TCH

Document 13.17b.

# WELCOME TO OLD DOMINION UNIVERSITY

## Information You Need To Know Before You Arrive

### GETTING HERE

If you are coming to the U.S. for the first time, you will probably arrive by air. Although Norfolk does not have direct airline connections from overseas cities, we do have excellent air service from several points within the U.S. Airlines which serve the Norfolk airport (code ORF) are American, Continental, Delta, Northwest, Pan'Am Express, TWA, United, and USAir. Norfolk also has interstate bus service. The U.S. rail service, Amtrak, has very limited service to Norfolk.

Students driving will find Norfolk on Interstate 64 and U.S. Highway 58. Old Dominion University is located on Hampton Boulevard (Highway 337). If coming from Interstate 64, turn onto I-564 and exit at International Terminal Boulevard. Follow the "ODU" signs to the University. Students taking U.S. Highway 58 should stay on this road through the Midtown Tunnel and follow the signs to Hampton Boulevard and ODU.

The Office of International Student/Faculty Services will provide arrival assistance, but we must have the enclosed information form as early as possible. If we know your arrival time you will be met at the airport and provided assistance with temporary housing. **There may be a fee for temporary housing.** If you make late travel arrangements, you may fax or e-mail your arrival information to this office. (Please be aware that due to time constraints, we are unable to write back when we receive your information.) If you arrive in Norfolk without making arrangements, it is recommended that you take a taxi or airport limousine directly to the YMCA (312 W. Bute Street, telephone 804/622-6328) where you can obtain a room at a reasonable rate (about $20 per night). You should then contact this office during the next working day and we will help you with additional needs.

*Special Note:* Be especially cautious in U.S. airports and bus stations. Do not trust anyone with your personal belongings, and keep a close watch on any items you are carrying with you. If you need any assistance, look for a "traveler's aid" station or ask a representative of the airline you are flying. If you need ground transportation (such as changing airports or staying overnight in an intermediate city), an airport limousine is generally less expensive than a taxi. Should you need to take a taxi, be sure to only take one from an official airport taxi stand. If you are not sure what the cost to your estimated destination should be, ask the dispatcher for an estimate. You should be charged only the fees on the meter and are expected only to add about a 15% gratuity for the driver. Should you feel you have been overcharged, make a note of the taxi name, taxi number and license plate if possible.

### VISAS AND ENTERING THE U.S.

Unless you have indicated that you are already in the U.S. in some other status, an I-20 or IAP-66 form is included with your acceptance information. You must take steps to insure you are properly admitted to the U.S. or you may be required to leave the U.S. and obtain a new visa before you are allowed to continue your studies.

**IF YOU ARE LOCATED OUTSIDE THE UNITED STATES** take the I-20 or IAP-66 form to the nearest U.S. embassy or consulate to apply for the appropriate visa. You will need to show proof of the finances that we indicate on the form. If the consul determines that you have the appropriate financial support and that you meet all other requirements for issuing the visa, you will be given either an F-1 (for the I-20) or J-1 (for the IAP-66) visa. **Be sure that you obtain a visa with the designation of Old Dominion University on it.** You must attend the institution marked on that visa before you can apply for a transfer. Do not under any circumstances use another school's I-20 or IAP-66 to obtain the visa if you plan to attend ODU.

*Special Note for Canadian Students.* You are exempt from obtaining a visa, but will need to show the I-20 or IAP-66 form at the border and proof of your finances. Be sure to have both items with you when you attempt to enter this country or you may be denied admission.

**IF YOU ARE ALREADY ATTENDING ANOTHER SCHOOL IN THE U.S.** If you are currently in F-1 status, you will need to see ODU's Director of International Student/Faculty Services within 30 days of when you begin classes to institute the immigration transfer. If you are currently in J-1 status, take the IAP-66 form to your current Responsible Officer and ask him/her to assist you with transfer procedures. You are responsible for these procedures and must complete them if you are to remain legally in the U.S.

DO NOT ENTER THE UNITED STATES ON A VISITOR'S (B) VISA OR WITHOUT ANY VISA UNDER THE VISA WAIVER PROGRAM. You will not be able to change to a status which will allow you to remain a student at Old Dominion University. If you have questions concerning your legal status, please contact the Office of International Student/Faculty Services immediately.

Document 13.18a. Sample Prearrival Brochure
*Old Dominion University*

## WHAT TO BRING

With the limits on the amount of luggage you can transport on international flights, you will need to choose the items you bring with you carefully. Here's some guidelines to assist in your selection.

*Clothing.* As is the case on most campuses, dress on the Old Dominion University campus is normally very casual, with students going to class in blue jeans or in the summer time even in shorts. You will also want to bring some dress-up clothes for the appropriate occasions, and an outfit of your native dress is fun to have for some special University events. For everyday use, though, bring what you are comfortable in wearing. The weather can be both warm and cool in Norfolk. The average temperature in summer is about 30 degrees centigrade; the average winter temperature is about 5 degrees. You will need clothing for both types of weather.

*Books and Other Supplies.* You will only be able to determine what books and other educational supplies you will need once you register for classes. We cannot send out a required book list ahead of time. Books are available for purchase through the University Bookstore. A good dictionary of English and your native language is useful to purchase before you come, though.

*Sheets and Towels.* Whether living on or off campus, you will need your own linens. These are easily and inexpensively purchased upon arrival.

*Medical Needs.* If you take prescription medications, have your doctor give you a copy of the prescription to bring with you. If you wear glasses, either bring a second pair or a copy of that prescription. If you have any medical records which are vital, your doctor should send a copy with you for use in this country.

If you have a bit of extra space, bring a few crafts or other similar items from home. There will be opportunities to talk with others about your native culture and these are useful items to have. Be careful about bringing too much with you. You will be purchasing items when you get here and if you start out with too much you might have difficulties when you are ready to return home.

### MAIL

Until you have an address in Norfolk, you can have mail addressed to:

Your Name
% International Student/Faculty Services
Old Dominion University
209 Webb Center
Norfolk, Virginia 23529-0518

**Emergency messages** can be relayed through our telephone number, 804/683-3701, but inform anyone who might call that all we can do is take a message. We cannot locate someone to come to the telephone.

## FINANCES & MONEY

The I-20 or IAP-66 issued by Old Dominion University gives an estimate of the expenses you will have while studying here. **This is a conservative estimate of the needs of an average student. You actual costs may be more or less than this amount.** Be sure to look over these figures carefully and insure that the funds are available. Do not enter the U.S. and assume you will be able to find employment or any other source of money which is not already guaranteed.

Before you come to this country, be sure to go over the necessary financing with your sponsor. He or she must realize that certain fees--such as tuition--are payable on strict deadlines. Your money must not only be here, but must be available prior to these deadlines. Funds from overseas may take 4 weeks or more to clear the bank and be useable, so you must plan that far ahead. Visit your sponsor's bank and find out about any special forms or permissions needed to transfer funds overseas. A bit of planning will save you much worry later on.

Plan to have enough money with you for your initial term's expenses. The safest way to carry funds is in traveler's checks. **Do not carry large amounts of cash.** Following is an estimate of what you should have available in a readily exchangeable form when you arrive:

| | ODU Students | ESL Students |
|---|---|---|
| Tuition (1st semester) | $4300.00 | $2000.00 |
| Room and Board | 2500.00 | 2500.00 |
| Books | 250.00 | 250.00 |
| Personal expenses | 750.00 | 750.00 |
| **TOTAL** | **$7800.00** | **$5500.00** |

This is the minimum you should have immediately. Plan on additional funds throughout the year.

## HEALTH INSURANCE

Medical costs in the U.S. are extremely high, and there are no government programs to cover expenses should you need to see a doctor or be hospitalized. Old Dominion University requires every student in F-1 or J-1 status to purchase a health insurance policy. This helps protect you against the high costs of health care and insures that medical costs will not keep you from earning your degree.

Information on insurance is available upon arrival from the Office of International Student/Faculty Services. Should you fail to purchase the insurance as required, you may be withdrawn from the University.

Document 13.18b.

# INFORMATION FOR DEGREE PROGRAM STUDENTS ONLY

## ORIENTATION & REGISTRATION

You are strongly urged to attend international student orientation (Preview) as outlined in the information provided for your entry semester. Undergraduate students will be allowed to register during this program. Orientation is designed to acquaint you with the University, our policies and procedures, the services and programs offered, and how to make the most out of your time of study here.

Graduate students are invited to attend the special graduate student orientation program which is outlined on the information sheet for your entry semester. They register at their major location during regular registration times.

Please note carefully the arrival date put on your I-20 or IAP-66. These dates are designed to facilitate your enrollment and advising. Do not arrive after that date as you may be unable to register and will find yourself out of status with Immigration.

All new students, before they register for the first time, must complete a check-in with the Office of International Student/ Faculty Services. Contact the office as soon as possible after you arrive for further assistance.

## ODU'S HONOR CODE

All students who attend Old Dominion University must pledge to refrain from any form of academic dishonesty such as cheating or plagiarism. A student found to violate this code may be suspended from the University. In the case of an international student, this suspension would often mean that the student would have to return to his/her home country without completing a degree. There are very specific definitions of the various forms of academic dishonesty, based on American cultural norms, and students are strongly urged to consult with professors and other University personnel to avoid unintentional conflict with the terms of this code.

## IMMUNIZATIONS

The Commonwealth of Virginia requires that all newly enrolling students give evidence to the University that they have been immunized against certain diseases such as measles, rubella, and polio. On the medical history form which was sent with your letter of admission, you will find a section to be completed by your doctor verifying you have had all required immunizations. If you do not obtain this verification before you arrive, you will receive the required immunizations here. This is a state law with which both you and the University must comply.

## ENGLISH PROFICIENCY

Language proficiency is one of the keys to your academic success at Old Dominion University. Your admission may have qualifications on your study based upon the TOEFL score presented. If you are required to take the TOEFL at ODU before registration, you must meet this condition as outlined or you will not be allowed to register.

In addition, you are encouraged to work with your academic advisor in determining your ability to handle specific courses with extensive language needs. You should not attempt to take classes for which you are not prepared, but rather need to hold these off until you are much more familiar with the language.

## FOR GRADUATE STUDENTS ON ASSISTANTSHIPS

Be aware that many graduate departments have strict reporting dates for their graduate assistants. Make your travel arrangements to insure you are here when required.

Master's degree students who receive in-state tuition rates must realize that tuition is due before you receive your stipend. You must have sufficient money with you to pay your first semester's tuition from your own resources.

If you have a teaching assistantship and are not a native English speaker, you must submit the results of the TSE or the SPEAK (which is given at ODU prior to each semester). Failure to take the test can jeopardize you assistantship.

## FOR TRANSFER STUDENTS

ODU grants transfer credit for coursework taken at university-level institutions outside the U.S. However, you must provide us with information which will allow us to evaluate this credit. Individual course descriptions are required. These must list the contact of each course and must come from the school or testing board involved. If the official description is not in English, the original and an English translation are required.

If acceptable course descriptions are received three months in advance of your arrival term, you will have an accurate transfer credit evaluation before you first enroll. A maximum of 30 semester hours of transfer credit is awarded per year of study, regardless of the number of hours granted in your program. English classes taken outside the U.S., courses promoting specific political ideology or military training will not transfer but will be included in the 30 hour maximum per year. A grade of average or better must be received for a course for it to transfer.

## HOUSING

*On Campus Housing*. Included in this mailing is information concerning on-campus housing. Review this material as soon as possible to determine if you wish to live on the University campus. A variety of on-campus housing options are available, including graduate student housing, single rooms with cooking facilities, apartments for four students and the traditional dormitory rooms for two students. A contract will be enclosed which you will need to return with payment if you wish to reserve an on-campus space. **Read this contract carefully before you sign it.**

*Off Campus Housing*. The Campus Information Center, located in Webb Center, helps serve the needs of ODU students who live off campus. Services provided include listings of available apartments and other rental facilities, as well as information on utilities and other consumer concerns. It can be difficult to find off-campus housing, but you should stop by the Campus Information Center to see what is available. Advertising in the local newspaper can also assist you in your search. Information on the legal implications of leases and contracts are available in the Office of International Student/Faculty Services. As it will take time to find appropriate off-campus housing, you will need to arrive in Norfolk early. Remember that temporary housing may involve a fee.

### IMPORTANT TELEPHONE NUMBERS

International Student/Faculty Services
804/683-3701
Fax: 804/683-5142
e-mail SEK100F@ODUVM.CC.ODU.EDU
International Admissions
804/683-3637
English Language Center
804/683-4424
Campus Security (24 hours)
804/683-4000

*Office of International*
*Student/Faculty Services*
*Old Dominion University*
*209 Webb Center*
*Norfolk, Virginia 23529-0518*

## CHECKLIST

__Flight or other travel arrangements made and the Office of International Student/Faculty Services notified of these arrangements and any services needed.

__Application for on-campus housing sent (if desired).

__Arrangements made with sponsor, governmental agency, bank, etc. to insure that necessary funds can be received as needed.

__Passport and visa received (if outside U.S.) or necessary steps taken to facilitate transfer (if inside U.S.)

__Copy of health insurance policy available for Office of International Student/Faculty Services if you have existing sponsor provided coverage to consider.

__Medical history form and immunization record completed. (Degree student only.)

__Course descriptions brought for transfer credit.

__Address of Office of International Student/Faculty Services given to family and friends.

## IF YOUR FAMILY IS COMING WITH YOU

We particularly want to know if you are bringing family members with you, as they will require a lot more assistance when they arrive. We can provide information on local schools, language training opportunities, etc., to help your spouse and children adjust to their new life.

On the arrival information sheet, but sure to list all family members accompanying you. We will be sure to provide the extra help needed.

**We look forward to meeting you soon.**
**Please contact us if you have any questions.**

## TEXAS CHRISTIAN UNIVERSITY INTERNATIONAL STUDENT PROGRAM

## PRE-ARRIVAL HANDBOOK

### WELCOME AND INTRODUCTION TO TCU

The students, faculty and staff of Texas Christian University are pleased that you are planning to pursue your higher education studies at TCU. We look forward to meeting you.

In the meantime, we hope that the following information is beneficial to you and your family as you make arrangements for your departure. You will be given additional information during our special orientation sessions. Until then, please contact our office at the following address or phone if you need details or clarification:

International Student Affairs Department
TCU Box 32926
Fort Worth, Texas 76129
U.S.A.

Telephone: 817 921 7871
FAX: 817 921 7333

Founded in 1873 on the southwestern frontier of the United States, Texas Christian University was one of that era's bold ventures into higher education. Today TCU has an outstanding reputation as one of the finest universities in the region. With a student body numbering about 7,000, TCU occupies 237 acres in a residential section three miles southwest of downtown Fort Worth, a city of over 450,000.

Texas Christian University is committed to having an international student program in order to create a cosmopolitan atmosphere on the TCU campus, to help international students themselves achieve their educational goals, and to help U.S. students and members of the Fort Worth community broaden their knowledge about other countries and cultures.

### GOVERNMENT DOCUMENTS

Non-immigrant students admitted to U.S. institutions of higher education must acquire certain government documents and follow certain procedures to qualify for entry into the U.S. and to maintain their legal status as students in the United States. The Office of International Student Affairs serves as a liaison between TCU and the U.S. Embassy/Consulate offices and the Immigration and Naturalization Service (INS) to assist the student in fulfilling these obligations. Below are some terms and procedures you will need to understand as you prepare to come to the U.S. and TCU. Additional information about INS regulations and procedures and other legal matters will be given to you after you arrive at TCU.

***Certificate of Eligibility* (*I-20 or IAP-66*)**

After you have been accepted to study at TCU and have qualified for a Certificate of Eligibility, the International Student Office will send you this form, which is necessary for you to obtain certain other required forms. (The requirements that must be satisfied in order to qualify for the Certificate of Eligibility are noted in the orientation letter sent upon the student's admission.) Most international students will receive an I-20 or an IAP-66 Certificate of Eligibility from TCU. This form (I-20 or IAP-66) must be presented when you apply for a student visa (see below), and may be required by your country when you apply for a passport.

***Passport***

This is a document (booklet) issued by your government which allows you to leave your country and return to it. You must obtain a passport before you can apply for a visa. If you already have a passport, it must be valid for at least six months beyond the date of your arrival in the U.S. or you must have it renewed. (Canadian students entering the U.S. from the Western Hemisphere and students from the Trust Territories of the Pacific entering directly from the Trust Territories are not required to have passports or visas.)

***Visa***

This is a rubber-stamped permit placed on a page of the passport by an official of another country's Embassy or Consulate that enables the holder to enter that country. You must have an unexpired F-1 or J-1 visa in your passport on the date of entry into the U.S. A visa is valid for a stated number of entries within a stated period.

***F-1 and J-1 Student Visa Status***

F-1 and J-1 students are those who intend to accomplish a certain educational objective (and possibly some applicable practical training employment) and then return to their countries. However, significant differences exist between F-1 and J-1 status. These include:

Document 13.19a. Sample Prearrival Handbook
*Texas Christian University*

- Depending on the country involved, J-1 students may not change their status without returning to their home country (usually for two years).

- J-1 students have to get INS permission to pursue additional degrees, but F-1 students do not.

- F-1 students may receive up to 12 months of practical training related to their major field of study after graduation. J-1 students may receive up to 18 months of practical training.

- F-1 students may work part-time on campus during the academic year and full-time during summer and term breaks. J-1 students may be permitted to work on campus under certain conditions. (TCU considers such requests after one semester at the University.)

- F-1 students may be permitted to work for qualified employers off-campus after one academic year of study, but it is difficult to find a qualified employer. J-1 students may be permitted to work off campus under certain conditions.

- Both F-1 and J-1 students may participate in curricular practical training required by the major department.

### *Dependents (F-2/J-2)*

Accompanying dependents (spouse/children) may be admitted to the U.S. on an F-2 or J-2 visa. This visa and the entry permit are issued upon presentation of the I-20 or IAP-66 form held by the student, provided the form includes the dependents. Dependents may enter without the student if the student is already in the U.S. and sends them the necessary document. This document is provided by the International Student Office after receiving proof of sufficient funds for the dependents' financial support. The spouse or child admitted on an F-2 visa is prohibited by law from working under any circumstances. J-2 dependents may request approval for employment from INS through the International Student Office.

### *Documents Processed at U.S. Port of Entry*

An I-94 Arrival/Departure record form will be given to you to complete a short time before your airplane flight arrives. You should present this document and your I-20 or IAP-66 to the Immigration officer when you enter the airport. Half of the I-94 will be stapled to a page of your passport. You should also receive page 3/4 of your I-20 (or the pink page of your IAP-66). Be sure to keep all documents returned to you in a safe place. These must be presented to the TCU International Student Office when you arrive on campus.

## PREPARATION FOR TRIP TO THE U.S.

### *Money*

To cover the educational and living expenses of the first semester at TCU, undergraduate students should plan on bringing with them approximately $7,000 in negotiable U.S. funds. These funds may be in the form of a cashier's check, travelers checks, or a bank draft. If the funds are not in U.S. dollars, the check should be sent to the International Student Office at TCU at least four weeks before your arrival. All checks should be made payable to: **Texas Christian University.**

Funds may also be wired to TCU's bank: TEAM Bank, International Wire Service Department, Account No. 000 273 TCU, Fort Worth, Texas, USA, with instructions that the bank notify Judy Pilliod at telephone (817) 921-7836 with the student's name and the amount and date of the wire transfer.

Students should also plan to carry with them a certain amount of money in the form of cash (U.S. dollars) and traveler's checks. It is not a good idea to carry more than $200 in cash. Traveler's checks in dollars are considered safe. The student and the student's family or sponsor can decide how much spending money to make available.

Students will find it easy to open a checking account at one of the financial institutions near the TCU campus. There are several kinds of accounts available and there are at least three or four banks within walking distance of the campus.

### *Academic Documents*

Students who have not sent their original documents to the Office of International Student Affairs for verification should bring those documents with them when they come to the United States. Also, high school and university diplomas, transcripts, certificates, examination reports, and similar documents may be required for final processing and admission. Check the letters you have received from the Office of International Student Affairs to see if you are required to bring any of these documents with you.

### *Clothes and Weather Information*

Fort Worth is in the temperate climate zone. During the summer months, June to September,

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temperatures are often around 38 degrees Celsius. Lightweight clothing is worn during these months. The winter months, December to February, require warm clothing, including an overcoat for cold weather. Temperatures sometimes drop below freezing (to -5 degrees Celsius) during the winter, and it occasionally snows.

Students usually wear casual clothing. Trousers, blue jeans, short pants, shirts, sweaters, and windbreaker jackets are worn by both men and women. Men will find a suit or jacket and tie appropriate for more formal occasions. Women will probably want several dresses and skirts and blouses. Traditional national attire is appropriate for many occasions. Generally, it is better to bring clothes that are easy to care for, such as "wash and wear" items. Coin-operated washing and drying facilities are available in campus residence halls and in some off-campus apartment buildings, as well as at nearby laundromats. Dry cleaning is much more expensive.

***Other supplies***

Here is a general list of things many students have in their rooms or apartments:

**Items you should bring with you:**

Clothing (see above)
Cosmetics, shaving and hygienic materials
Decorative items of sentimental value (including family photographs)

**Items that you should purchase here after you arrive:**

Linens and towels
Blanket and pillow
Clothes hangers
Alarm clock
Hair dryer and curling iron
Laundry and housekeeping supplies
Study light for bed

**Items that you may purchase at a later time:**

Bedspread
Wastebasket
Small bulletin board
Reference books
General school supplies, e.g., paper, pens, pencils
Books for general reading
Cards and games
Sports equipment
Clothes iron
Stereo, records, radio, TV, VCR, musical instrument
Popcorn popper, coffee pot, electric razor, computer (see NOTE 1 below)
Bicycle and lock
Small bowls, plates, flatware, drinking glasses, cooking utensils, etc.

NOTE 1: The electrical current used for small appliances in the U.S. is 110-115 volts, 60 cycles. Appliances from outside the U.S. may require adapters. The following appliances are prohibited in campus residence halls: microwave oven, hot plate, toaster oven, crock pot, electric frying pan, deep fryer, mixer, electric knife, ceiling fan, window fan, room air conditioner, electric tools, food processor, space heater, and other items of similar wattage or amperage.
Off-campus residents should check with apartment managers or owners to find out if similar restrictions apply to their residence.

NOTE 2: The following items are not allowed in campus residence halls: pets (other than small aquarium fish), firearms and other weapons, explosives or other hazardous materials, drugs (except those prescribed or approved by a local medical physician), and alcoholic beverages (if residents are under 21 years of age).

Off-campus residents should check with their managers or owners regarding rules or restrictions applying to the above noted items.

***Baggage Limitations (Carry-on & Total)***

Check with your travel agent or the airline that issued your ticket for details on how many bags you can check in and how many you are allowed to carry on with you. There are also strict weight limitations on some international flights.

***Shipment of items***

Since mail deliveries of personal belongings of a campus resident cannot be accepted by the Housing Office until after the student arrives, and since off-campus residents may not have an address to which they can mail their belongings, international students arriving from outside the U.S. may send their belongings to:

(Your name)
c/o International Student Affairs Department
Sadler Hall Room 16 (Box 32926)
Fort Worth, TX 76129

Students must contact the Office of International Student Affairs prior to shipment arrival, stating the quantity and approximate date of arrival and date of student arrival.

Lastly, you should bring your admission and orientation letters and this handbook!

## ARRIVAL AT U.S. PORT OF ENTRY

***Immigration Check***

You will go through an immigration check and customs clearance at the port of entry into the U.S. Plan on a delay of at least one hour for this process, especially if you have a connecting flight to Dallas/Fort Worth International Airport. Even if the process seems long and tiring, it is important to remain friendly, polite, patient and completely honest.

***Documents to be Submitted and Retained***

At the immigration checkpoint you must submit the following documents:

1. Your passport valid for at least six months from date of entry; (Canadian citizens do not need a passport, but should present proper documents!)
2. A valid visa;
3. A valid I-20 or IAP-66 form;
4. An I-94 Arrival/Departure record (received on the airplane before landing);

NOTE: Students bringing prescription medication into the U.S. should bring a letter from their physician stating what it is, what medical condition it is for, and the quantity in their possession. Be aware that some medications used in other countries are considered illegal in the U.S. and are not permitted and, therefore, may be confiscated. Check with the U.S. embassy or consulate regarding such items.

When you complete the immigration process, make certain that you have the following in your possession:

1. Your passport;
2. I-94 Arrival/Departure record (often stapled in your passport);
3. Page 3/4 of the I-20 or page 3 (pink copy) of the IAP-66 form;
4. Any additional letters or documents relating to financial support, scholarships, prescription medications, etc., presented to the officials. (You may want to have extra copies in case the officials need to keep the copy you present.)

***Customs Declaration***

At the customs clearance point you will be asked to declare the amount of money and the value of items that you are bringing into the country. You will receive a declaration form before the airplane lands. You may be required to pay taxes on money exceeding $5,000 or on goods valued in excess of $500. It is most important to be truthful in your declarations. You should check with the nearest U.S. embassy or consulate for current information concerning customs regulations.

***Illegal Items***

Certain items are prohibited or restricted. Information listing such items is available from the U.S. embassy or consulate.

## TRANSPORTATION TO TCU

***From Other Ports of Entry***

If your travel plans require you to have a layover at a port of entry city such as New York City or Los Angeles, please be careful. While most Americans will be helpful and honest, there is the possibility of a dishonest person trying to take advantage of your

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being a stranger in their city.

If you plan to stay overnight in the city, ask about the availability of bus or limousine service from the airport to the hotel when you make your reservation. Free transportation is sometimes provided by hotels. If you need to use a taxicab, use only those clearly marked as a taxi with a properly identified driver. Be sure you know the cost of the ride before you get into the taxi.

### *Arrival Not During Office Hours*

When making your travel plans, you should try to schedule your arrival in Fort Worth/Dallas to coincide with regular work-week hours. If you arrive between 8:00 a.m. and 5:00 p.m. (Central Time), Monday through Friday, the International Student Office (ISO) and TCU Housing Office staff will be available to assist you. You should telephone the ISO [817 921-7871] as soon as possible after you arrive at the Dallas/Fort Worth (D/FW) International Airport. If you are going to live on campus in a residence hall, the ISO can tell you your room assignment and will notify the residence hall to expect you.

### *Motel/Hotel Accommodations*

If you will be living off-campus or will be arriving at a time other than regular office hours, you should make prior arrangements to insure that you have temporary accomodations when you arrive. (A list of hotels/motels is enclosed with your I-20 transmittal letter.) If your expected arrival time at the hotel is later than 6:00 p.m. the hotel may require a credit card number or advance payment in order to guarantee your reservation.

### *Transportation from Dallas/Fort Worth International Airport to TCU*

Because TCU is not able to provide transportation from the airport to the campus, you will need to use a bus or taxi to come to the campus. Several choices are:

1. Taxis, such as American or Yellow/Checker, will take you from the airport terminal directly to your on-campus residence hall or to your temporary off-campus accomodations. Taxis are more expensive, however, since TCU is about 35 miles from the airport. The cost will be about $35 plus the usual tip of about 15% of the fare (an additional tip of 50 cents to $1.00 per bag is expected if the driver handles your bags or the bags are placed in the trunk of the taxi.) Be sure to have your campus map available to show the driver if necessary.
2. An airport bus called the "T" is Fort Worth's city bus service which operates from the airport to downtown Fort Worth hotels each hour (6:00 a.m. to 10:00 p.m.) at a cost of $7.00. Check the schedule on the second level of the terminal for exact departure times. Taxi service from downtown to TCU will cost about $8.00, plus tips.
3. SuperShuttle van service is available from the airport terminal directly to TCU for about $22.50. There is a free courtesy phone at the Ground Transportation Board. Dial the SuperShuttle number (02) and the agent will tell you exactly where to board the van. This service is available at all times. The Supershuttle is the most convenient way to reach the TCU campus at a reasonable cost.

**See the last two pages for details on hotels and motels in the area and for maps showing the locations of the hotels, motels, and the TCU campus.**

NOTE: While you should not carry a large amount of cash, having some U.S. currency for such expenses as bus or taxi fare and other incidental expenses is advisable. Currency exchange installations are available at the airport between 8:30 a.m. and 8:30 p.m.

## OTHER IMPORTANT INFORMATION

For students who want to learn more about customs and life in the USA, TCU offers the Host Family Program. Many Fort Worth residents and families volunteer to invite international students to their homes and join them in family activities.

There is also an organization on campus called the International Student Association (ISA) which is open to any TCU student. The ISA sponsors social functions such as picnics, dinners, parties, and other informal get-togethers on and off campus.

TCU offers a wide range of student organizations, clubs, and activities in order to help you expand your interests, develop leadership skills, and make new friends.

Information on selection of major and courses, number of courses, academic advising, required courses, etc., will be provided during orientation.

**HAVE A SAFE AND ENJOYABLE TRIP...**

## EL CAMINO COLLEGE

## NOTES FOR FOREIGN STUDENTS

El Camino College welcomes you. We hope that your being on our campus will be a pleasant and profitable experience for you, as well as for us, and that our association together will result in a better understanding between your country and the United States.

To assist in making your stay more agreeable, information regarding government and college regulations is listed on these pages. Do not hesitate to ask questions about points which are not made clear to you or that are not included.

### 1. COLLEGE REQUIREMENTS

The Office of Admissions and foreign student advisors are here to keep you informed of regulations and to aid you with passports, visas, correspondence with your government and any problems or questions you have. Keep in mind, however, that is is your personal responsibility to see that all regulations are complied with and to call on the foreign student advisor when you need help.

1. Until such time as you have established an address, mail from your homeland may be directed in care of Mrs. Martha Camacho, Admissions Office, Student Services Center, El Camino College, 16007 Crenshaw Boulevard, Via Torrance, CA 90506.

2. Visa students are required to enroll in at least 12 units of academic work. Any reduction in academic load must have the foreign student advisor's recommendation. All out-of-state students, including visa students, pay a tuition charge of approximately $120 per unit. There is also a $60 enrollment fee for all students and a $7.50 mandatory health fee. Also, $25 parking fee, if you drive a car and park on campus.

3. Regular attendance at classes is a requirement at El Camino College. If you become ill and have a valid excuse and find you will miss more than two consecutive classes, call Mrs. Camacho at (310) 715-3431, and she will inform your instructors. A valid excuse from a physician must be presented for prolonged absences.

4. Any change which you make in your academic objective should be made after serious consideration and advisement. Consult the foreign student advisor immediately if a change is desired. Foreign students are reminded that they cannot change majors indiscriminately at various intervals. Any drops of classes must be approved by the foreign student advisor before done officially in the Admissions Office.
   If you drop a class, you must complete the following in the Admissions Office:

   a. Class withdrawal petition

   b. Non-resident Tuition Fee Claim for Refund, if drop is prior to the fourth week.

Document 13.20a. Sample Prearrival Information
*El Camino College*

The claim for tuition refund must be completed in the Admissions Office by a specific date, usually the end of the first week of classes, in order to receive a 100 percent refund. Check the Schedule of Classes for dates.

5. If you withdraw from El Camino College, be sure to notify the foreign student advisor and Admissions Office.

6. Letters to governments and foreign banks may be secured from the foreign student secretary in the Admissions Office.

7. Occasionally, it will be necessary for the foreign student advisor to meet with the visa students in a group. You will be notified of these meetings, and you will be required to attend.

8. The foreign student secretary posts notices pertaining to visa students. Check the bulletin board inside the Admissions Office for notices pertaining F-1 students. Dr. Jordan's office is in the Counseling Center, Room 104C.

9. According to school policies, a visa student may attend El Camino College for a maximum of five semesters. If a visa student wishes to complete his/her coursework and needs an added semester to do so, he/she may obtain the approval from the foreign student advisor.

10. Visa students must carry a student health insurance plan. You may obtain applications and policies from Mrs. Camacho.

11. If you drive a car you must have liability insurance. This is a requirement set forth by our Board of Trustees for all car owners with F-1 visas and by the state of California.

12. Keep you sponsor informed of your academic progress. Your sponsor signed a statement of financial support in your behalf, but he/she is also interested in your achievement and adjustment in an American College.

13. In the El Camino College Catalog and Schedule of Classes, you will find the policy on academic probation and disqualification. We recommend that you read this policy so that you will be familiar with it.

**186** II. IMMIGRATION REQUIREMENTS

1. The passport must be valid six months beyond the date for which training is sought.

2. **Load requirements:** All students on F-1 visas are required to carry at least 12 units of coursework. If you are seeking the Associate in Arts Degree, you must take two (2) physical education courses during your studies.

3. If you wish to travel outside the United States, contact the foreign student advisor or secretary before leaving the boundaries of this country. Be sure to have a new Travel I-20 or page 3 of your old I-20 form from El Camino College (page 4) signed, verifying your enrollment and indicating the willingness of the college to receive you back as a student.

4. Working to the Department of Immigration, on-campus employment is allowed if student is in good academic standing and pursuing a full course of study. On-campus employment means employment performed on a school's premises. Employment is limited to 20 hours a week while school if in session and 40 hours a week during vacation times.

   Off-Campus Employment Pilot Program: Students are eligible to apply for employment only after they have been in F-1 status for one academic year and must be in good academic standing. Employers are required to file Labor & Wage attestation with the Department of Labor and send a copy to the foreign student advisor stating that they have recruited domestic workers for at least 60 days and will pay the F-1 student prevailing wages for the position. Foreign student advisor may authorize off-campus employment upon receiving a copy of the labor attestation from the employer. When students transfer to another school, employment permission is terminated automatically. Student must submit the labor attestation form, completed I-538 to be mailed to the Department of Immigration and Naturalization.

5. Change of address: You are required to notify the foreign student advisor and the Admissions Office of El Camino College of any address changes.

## III. MISCELLANEOUS

As a student studying in the United States, much of your education will result from your experiences outside the classroom as within. You should make every effort to avail yourself as many of these opportunities as possible and use them to your advantage. American students are eager to talk with you and get acquainted. Tell them of your country and learn more of theirs.

Requests frequently come in from community groups asking if our visa students would be willing to speak on a topic relevant to their country, its customs and culture. We feel our international students make a definite contribution to greater understanding and friendship between our countries by accepting these invitations. If you are willing and would like to participate in such an activity, would you please inform the foreign student advisor.

There are several clubs on campus with whom you might wish to become associated, such as Nippon Club, Black Students Network, Korean Club, Vietnamese Club, Social Organization of Latinos (SOL), Indian-Pakistani Club, International Students Club, and many more. Contact the Student Activities Office if you are interested in joining.

Social functions and activities are being held on the campus continually . . . dances, parties, special lectures, movies, concerts and plays. You should try to attend as many of these as your time will permit, without jeopardizing your academic standing.

You may be invited to American homes. Accept these invitations if it is at all possible. You will find yourself in an informal atmosphere in these situations that will lend itself to a warm association and a good time.

May your stay here be beneficial and happy. The foreign student advisor and secretary are always willing and happy to help you with any problems. We want to be your friend.

David W. Jordan, Foreign Student Advisor
El Camino College
16007 Crenshaw Boulevard
Via Torrance, CA 90506
Telephone: (310) 532-3670, Ext.. 3632 or (310) 715-7632
Office: Counseling Center, Room #104-C

Document 13.20c.

# PROFESSIONAL DEVELOPMENT:

## FROM ADMISSIONS ADVISING AND COUNSELING TO MANAGING STAFF

International admissions officers are responsible for all admission and placement aspects of the international student's education. This responsibility includes, but is not limited to, determining eligibility based on strong knowledge of foreign educational systems, equity of international admission standards with that of domestic requirements, academic placement, English proficiency, and immigration regulations.

To meet the challenges outlined above, international admissions officers must invest time and energy in continuing professional development. Just keeping up with the ever-changing foreign educational systems and issue affecting academic exchange takes time, let alone broadening knowledge and experience about forged credentials, the recruitment process, improving office management, and international training and study abroad for U.S. students.

International admissions officers should communicate and network with their peers at other institutions, subscribe to professional publications and newsletters, become an active member in professional associations, and attend local, national, and international conferences and workshops whenever possible.

Institutional support of professional activities is extremely important. Those who manage international admissions offices need to be attuned to the on-going training and development needs of staff. Not only do the international admissions officers need to communicate with their colleagues about individual cases, they should be encouraged to attend local conferences and workshops and, if financially feasible, to attend at least one national conference per year to expand their knowledge of international admissions and related topics.

In a broad sense there are three primary components of professional development for international admissions officers:

- Immediate Needs: Getting Answers.
- Long-term Investments in Professional Development.
- Making Investments in the Professional Development of Others.

## Immediate Needs: Getting Answers

Sometimes international admissions officers need immediate answers and depend on accurate, easy access to information. Resources include associations, institutions, and agencies; written and electronic materials; and the international admissions network of knowledgeable people.

As you attend workshops and conferences, you will meet a vast community of professionals like yourself who are more than willing to help. One of the most valuable resources you will have are others in the field. In addition, you will want to take advantage of the host of resources available.

### *Associations, Institutions, and Agencies*

A complete listing of professional resource associations, institutions, and agencies is included in Appendix A. These resources provide valuable written publications (brochures, pamphlets, newsletters, books, and workshop reports) as well as reference to individuals who are able to respond to inquiries.

### *Electronic Resources*

Chapter 5 provides information on electronic resources such as electronic mail (e-mail).

## Longterm Investments in Professional Development

Beyond the day-to-day answers international admissions officers need to do their job, involvement in professional associations and formal learning forums are important for professional development. Attending conferences, workshops, seminars, and meetings will help you get started and will broaden your knowledge of issues of importance to international admissions officers.

These forums provide up-to-date information regarding educational systems worldwide and keep professionals current on the continual changes that take place in school systems in other countries. They also provide the opportunity for networking among professionals which is critical in the international admissions field. Participation also leads to the next step in professionalism, that of the presenter and dispenser of information.

## ■ Making Investments in the Professional Development of Others

Once you have some experience in international admissions and have participated as an attendee, consider becoming involved in the planning, coordinating, and presenting of these events. Involvement offers excellent opportunities to improve professional skills and gain knowledge. It also gives you the opportunity to share your knowledge and expertise with others.

Most national and regional organizations hold annual conferences. Workshops offer everything from credential evaluation to immigration. One way of getting involved is to volunteer to serve as a program session recorder, presenter, or chairperson at a local or national conference. Many veterans in the field have enhanced their professional development by serving in these capacities. If a regional or national conference is being held in your area, work on the local arrangements committee allows you to learn more about the association; efforts to support associations often lead to other opportunities for professional development.

All of the major associations and agencies have opportunities for professional contribution through standing committees or councils or the governance structures at both the regional and national level. Service on any committee or organization is recognition of a substantial contribution to the field of international education. It is also an opportunity to learn more about the exchange of students and scholars between the United States and the world. Most of the associations, organizations, and agencies involved in international education were mentioned in previous chapters. Appendix A gives more detailed descriptions of each, and provides addresses for more information.

# RESOURCE ORGANIZATIONS, AGENCIES, AND INSTITUTIONS

**African American Institute (AAI)**
833 United Nations Plaza
New York, NY 10017
Tel: (212) 949-5666; Fax: (212) 682-6174

**Alliance for International Educational and Cultural Exchange**
1090 Vermont Avenue, NW, Suite 720
Washington, DC 20005
Tel: (202) 371-2070; Fax: (202) 371-2190

**America-Mideast Educational and Training Services, Inc. (AMIDEAST)**
1100 17th Street, NW
Washington, DC 20036
Tel: (202) 785-0022; Fax: (202) 822-6563

**American Association of Collegiate Registrars and Admissions Officers (AACRAO) Office of International Education Services (OIES)**
One Dupont Circle, NW, Suite 370
Washington, DC 20036-1110
Tel: (202) 296-3359; Fax: (202) 872-8857
E-mail: oies@aacrao.nche.edu

**American Association of Community Colleges (AACC)**
One Dupont Circle, Suite 410
Washington, DC 20036
Tel: (202) 728-0200; Fax: (202) 833-2467

**American Association of State Colleges and Universities (AASCU)**
One Dupont Circle, Suite 700
Washington, DC 20036
Tel: (202) 293-7070; Fax: (202) 296-5819

**American Council on Education (ACE)**
One Dupont Circle, NW, Suite 800
Washington, DC 20036
Tel: (202) 939-9300

**American Institute for Foreign Study**
102 Greenwich Avenue
Greenwich, CT 06830
Tel: (203) 863-6091; Fax: (203) 869-9615

**Association of Universities and Colleges of Canada (AUCC)**
151 Slater Street,
Ottawa, ON Canada K1P5N1
Tel: (613) 563-1236; Fax: (613) 563-9745
E-mail: aucc@carlton.ca

**The College Board Office of International Education**
1717 Massachusetts Avenue, NW
Suite 402
Washington, DC 20036
Tel: (202) 332-1480; Fax: (202) 234-9806
E-mail: cboard@vtvm1cc.vt.edu

**Commission on Graduates of Foreign Nursing Schools**
Director of Credentialing Services
3600 Market Street, Suite 400
Philadelphia, PA 19104-2651
Tel: (215) 222-8454

**Council of Graduate Schools (CGS)**
One Dupont Circle, NW, Suite 430
Washington, DC 20036
Tel: (202) 223-3791; Fax: (202) 331-7157

**Council for International Exchange of Scholars (CIES)**
3007 Tilden Street, NW, Suite 5M
Washington, DC 20008
Tel: (202) 686-7870; Fax: (202) 362-3442

**Council on International Educational Exchange (CIEE)**
205 East 42nd Street
New York, NY 10017
Tel: (212) 661-1414; Fax: (212) 972-3231

**Educational Testing Service (ETS)**
Rosedale Road 36-V
Princeton, NJ 08541
Tel: (609) 951-1656; Fax: (609) 520-1093

**European Association for International Education (EAIE)**
Van Diemenstraat 344
1013 CR Amsterdam
The Netherlands
Tel: +31 20 625 27 27;
Fax: +31 20 620 94 06
E-mail: eaie@sara.nl

**Information Center (ERIC)**
Clearinghouse on Higher Education
One Dupont Circle, NW, Suite 630
Washington, DC 20036
Tel: (202) 296-2597; Fax: (202) 296-8379

**Institute of International Education (IIE)**
809 United Nations Plaza
New York, NY 10017
Tel: (212) 883-8200; Fax: (212) 984-5452

**International Research and Exchanges Board (IREX)**
1616 H Street, NW
Washington, DC 20006
Tel: (202) 628-8188; Fax: (202) 628-8189

**Latin American Scholarship Program of American Universities (LASPAU)**
25 Mt. Auburn Street
Cambridge, MA 02138
Tel: (617) 495-5255; Fax: (617) 495-8990
E-mail: laspau@harvarda.bitnet

**Linden Educational Services**
5612 Wilson Lane
Bethesda, MD 20814
Tel: (301) 986-5687; Fax: (301) 656-2074
E-mail: 75230.610@compuserv.com

**NAFSA: Association of International Educators**
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009-5728
Tel: (202) 462-4811; Fax: (202) 667-3419
E-mail: nafsa@vtvm2.bitnet

**National Association of Credential Evaluation Services (NACES)**
Membership Chair 1993-94: Joel B. Slocum
Educational International, Inc.
Tel: (617) 235-7425

**National Council on the Evaluation of Foreign Educational Credentials (CEC)**
c/o American Association of Collegiate
Registrars and Admissions Officers

**National Liaison Committee**
c/o The College Board International Office

**U.S. Department of Education**
Office of Intergovernmental and
Interagency Affairs
400 Maryland Avenue, SW
Washington, DC 20202
Tel: (202) 402-0430

# USEFUL REFERENCES

## Projects in International Education Research

Projects in International Education Research (PIER) is a joint committee of AACRAO and NAFSA: AIE with the participation of The College Board. Founded in 1965 as the Joint Committee on Workshops, PIER's mandate was expanded in 1989 to include AACRAO's World Education Series. (These publications can be ordered from PIER Publications, P.O. Box 231, Annapolis Junction, MD 20701; (301) 317-6588; FAX: (301) 206-9798. Lower prices apply to members of AACRAO or NAFSA. Please add in shipping/handling fees: order amount under $25: $3.50, U.S. and Canada, $5, Mexico and other countries; order $25-$50: $5, U.S. and Canada, $7.50, Mexico and other countries; order over $50: 10% of order, U.S. and Canada, $15 of order, Mexico and other countries.)

### ASIA

*Japan*. By Ellen E. Mashiko. 1989, 176 pp., $25 ($20).

*Postsecondary Institutions of the People's Republic of China: A Comprehensive Guide to Institutions of Higher Education in China*. By William Paver and Yiping Wan. 1992, 634 pp., $50 ($35).

*Indonesia*. By Karin Johnson, Wendy Gaylord, and Jerry Chamberlain, 1993, 177 pp., $60 ($40).

*Malaysia*. By Joann Stedman. 1986, 184 pp., $20 ($15).

### OCEANIA

*Australia*. By Caroline Aldrich-Langen. 1983, 276 pp., $12 ($8).

*The Educational System of Australia—An Update of the 1983 World Education Series Volume*. By Caroline Aldrich-Langen. 1990, 74 pp., $12.

*New Zealand*. By Patrick J. Kennedy. 1981, 96 pp., $12 ($8).

### THE AMERICAS

*Argentina*. By Liz Reisberg. 1993, 232 pp., $45 ($30).

*The Admission and Placement of Students from Canada*. Edited by James S. Frey, 1988. 560 pp., $30 ($15).

*The Admission and Placement of Students from Central America*. Co-edited by Caroline Aldrich-Langen and Kathleen T. Sellew. 1988, 236 pp., $25 ($12). (Includes Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.)

*Colombia*. By Stanley Wellington. 1984, 144 pp., $12 ($8).

*Dominican Republic*. By Kathleen T. Sellew. 1987, 136 pp., $12 ($8).

*Haiti*. By Ruth J. Simmons. 1985, 128 pp., $12 ($8).

*Mexico*. By Kitta M. Villa. 1982, 188 pp., $12 ($8).

*Peru*. By Colleen Gray. 1983, 132 pp., $12 ($8).

### EUROPE/SCANDINAVIA

*Belgium*. By Ann S. Fletcher. 1985, 192 pp., $12 ($8).

*The Admission and Placement of Students from the Czech and Slovak Federal Republic*. Edited by Edward Devlin; Workshop Directors: Josef Silny and Frederick E. Lockyear. 1992, 124 pp., $40 ($25).

*Education on the Island of Cyprus*. By Margit A. Schatzman. 1990, 65 pp. $10.

*France*. By A. Mariam Assefa. 1988. 252 pp., $20 ($15).

*The Educational System of the Former German Democratic Republic*. By Karen Lukas. 1991, 80 pp., $20 ($15).

*Federal Republic of Germany*. By Georgeanne B. Porter. 1986 192 pp., $20 ($15).

*The Admission and Placement of Students from Hungary*. Edited by Karlene Dickey and Desmond Bevis. 1990, 108 pp., $30 ($15).

*The Netherlands*. By Peter Schuler. 1984, 208 pp. $12 ($8).

*The Admission and Placement of Students from the Republic of Poland*. Edited by Edward Devlin; Workshop Directors: Josef Silny and Frederick E. Lockyear. 1992, 162 pp., $45 ($30).

*The Soviet System of Education*. By Erika Popovych and Brian Levin-Stankevich. 1992, 123 pp., $40 ($25).

*Swiss Higher Schools of Engineering and Swiss Higher Schools of Economics and Business Administration*. By Karlene Dickey and Karen Lukas. 1991, 68 pp., $20 ($15).

*The Educational System of the United Kingdom: The Admission and Placement of Students from the U.K. and Study Abroad Opportunities*. Edited by Alan Margolis; Workshop Directors: Sylvia Higashi and Richard Weaver. 1991, 240 pp. $40 ($25). (Includes England, Northern Ireland, and Scotland.)

*The Admission and Placement of Students from Yugoslavia*. Edited by Karlene Dickey and Desmond Bevis. 1990, 102 pp., $30 ($15).

## NEAR EAST/SOUTH ASIA

*The Admission and Placement of Students from Bahrain, Oman, Qatar, United Arab Emirates, and Yemen Arab Republic*. Edited by J.K. Johnson. 1984, 114 pp., $20 ($7.95).

*The Admission and Placement of Students from Bangladesh, India, Pakistan, and Sri Lanka*. Edited by Leo J. Sweeney and Valerie Woolston. 1986, 370 pp., $25 ($10.95).

*Arab Republic of Egypt*. By Lee Wilcox. 1988, 112 pp., $20 ($15).

*Higher Education in Israel*. By Ann Fletcher. 1993, 45 pp., $25 ($15).

*Iraq*. By James S. Frey. 1988, 192 pp., $20 ($15).

*Kuwait*. By Ismail Safwat. 1993, 18 pp., $25 ($15).

## GENERAL INTEREST

*International Academic Credentials Handbook, Volume I*. 1988, Looseleaf, 566 pp. $35 ($25 AACRAO members only). Describes the educational systems of Australia, Ecuador, Germany, Ghana, Greece, India, Italy, Kenya, Lebanon, Mexico, the People's Republic of China, the Philippines, Switzerland, Taiwan, and Tanzania, with sample credentials and guidelines for academic placement of students in U.S. institutions.

*International Academic Credentials Handbook, Volume II*. 1989, Looseleaf, 550 pp. $35 ($25 AACRAO members only). Covers the educational systems of Argentina, Bangladesh, Brazil, Cyprus, El Salvador, Ethiopia, Finland, Indonesia, Jordan, Panama, South Africa, Sweden, the United Kingdom, and Zimbabwe, with sample credentials and placement recommendations.

*International Academic Credentials Handbook, Volume III*. 1992, Looseleaf, 450 pp., $40 ($30 AACRAO members only). Includes an index of all credentials covered in volumes one and two. Covers benchmark credentials with sample documents, placement recommendations, and, in specific circumstances, grading equivalencies.

*Understanding the Admissions Process in U.S. Higher Education—A Case Study Approach*. By Caroline Aldrich-Langen. 1993, 18 pp., $25 ($15 AACRAO members only). Explains the U.S. educational system, with specific reference to admission to postsecondary institutions. Intended to help Europeans and others understand the rules and usages that govern admission to U.S. colleges and universities.

*Bibliography of Reference Materials for Evaluation Foreign Educational Credentials*. 420 pp. Helps foreign credentials evaluators to develop a thorough collection of reference materials for their office. (For a free copy, send only a $3.50 shipping/handling fee to AACRAO-AID Project Office, One Dupont Circle, NW, Suite 370, Washington, DC 30036-1110; (202) 296-3359.)

*Handbook on the Placement of Graduate Students*. Edited by William Paver.1990. 209 pp., $30 ($20 NAFSA members only). A standard reference work for the placement of foreign graduate students in U.S. institutions. Profiles of 131 countries.

*Guide to Placement Recommendations*. By the National Council on the Evaluation of Foreign Educational Credentials. 1991, 12 pp., $15 ($10).

## Other Country Studies

### Australia

*A Directory of Higher Education Courses, 1986*. Canberra: Australian Government Publishing Service, 1985. 173 pp. (Available from Department of Education and Youth Affairs, P.O. Box 826, Woden, A.C.T. 2606, Australia.)

### Canada

*Directory of Canadian Universities, 1986-87*. Edited by Kimberley Allen. Ottawa: Association of Universities and College of Canada, 1986, 402 pp. (Available from Publications Office, Association of Universities and College of Canada, 151 Slater Street, Ottawa, Ontario K1P 5N1, Canada. Third class mail, Canada, $12.50, United States, $15, other countries, 18, add $3 for first class mail. [Prices for this item listed in Canadian dollars.])

### China

*Education in the People's Republic of China and U.S.-China Exchanges*. By Linda A. Reed. Washington, DC: NAFSA, 1988. 197 pp. (Available from NAFSA, address below, $12.95.)

*Higher Education and Research in the People's Republic of China: Institutional Profiles*. By Thomas Fingar. Washington, DC: Committee on Scholarly Communication with the People's Republic of China and NAFSA, 1981. 277 pp. (Available from EDRS, address below, ED214448.)

### Germany (East)

*Higher Education in the German Democratic Republic*. By H.J. Schulz. Bucharest: Centre Europeen pour l'Enseignement Superieur, 1983. 77 pp. (Available from European Centre for Higher Education, Palais Kretukescu, Str. Stirbei Voda 39, Bucharest, Romania. $5.)

### Germany (West)

*The Educational System in the Federal Republic of Germany*. New York: College Entrance Examination Board, 1979. 160 pp. (Available from College Board Publications, address below, #223413, $7.) Describes the educational system of West Germany.

*The Educational System in the Federal Republic of Germany: Governance, Structures, Courses*. Bobb: Foreign Office of the Federal Republic of Germany, 1982. 171 pp. (Available from the German Academic Exchange Service, address below, free.)

*Studies at Fachhochschulen*. Bonn: Deutscher Akademischer Austauschdienst, 1980. 142 au, (Available from the German Academic Exchange Service, address below, free.)

### Great Britain

*British Qualifications*. 18th ed. London: Kogan Page, 1988, 716 pp. (Available from Nichols Publishing Co., P.O. Box 96, New York, NY 10024, $57.50.)

*Directory of Schools of Medicine and Nursing: British Qualifications and Training in Medicine, Dentistry, Nursing, and Related Professions*. Laidon Alexander. London: Kogan Page, 1988. Merstham, England: School Government Publishing, 1988. 712 pp. (Available from Kogan Page, 120 Pentonville Rd., London N1 9JN, England.)

*The Education Authorities Directory and Annual, 1988*. 1271 pp. (Available from School Government Publishing, Darby House, Bietchingley Rd., Merstham, Redhill, RH1 3DN, England, about $58) Provides information about middle and secondary schools, colleges of further education, polytechnics, universities, and other educational institutions in England, Northern Ireland, Scotland, Wales, the Channel Islands, and the Isle of Man.

*Education in Britain*. London: Central Office of Information, 1987. 182 pp. (Available from British Information Services, 845 3rd Ave., New York, NY 10022, free.)

*Polytechnic Courses Handbook: England and Wales, 1987-88*. 16th ed. (Available from London: Committee of Directors of Polytechnics, 309 Regent St., London W1R 7PE, England, about 13.50.)

### India

*Universities Handbook India, 1985-86*. 23rd ed. New Delhi: Association of Indian Universities, 1985. 1130 pp. (Available from Association of Indian Universities, AIU Hour, 16 Kotla Marg, New Delhi 110 002, India, $110 air mail, $100 surface mail) [Contains detailed descriptions of Indian universities and university-level institutions, including admissions requirements, degrees, length of programs, and grading scales. Recommended for purchase triennially.#]

### Ireland

*Irish Education: Its History and Structure*. John Coolahan. Dublin: Institute of Public Administration, 1981. 329 pp. (Available from Institute of Public Administration, 57-61 Lansdowne Rd., Dublin 4, Ireland.)

### Japan

*Japanese Colleges and Universities, 1987*. Association of International Education, Japan, comp. and ed. Tokyo: Maruzen, 1987. 711 pp. (Available from Import & Export Department, Maruzen Co., P.O. Box 5050, Tokyo International 100-31, Japan, $50.)

### Middle East

*Academic and Technical Training Programs in Selected Middle Eastern and North African Countries*. Washington, DC: AMIDEAST, 1985, 415 pp. (Available from AMIDEAST, address below, $29.50.)

### Sri Lanka

*Universities of Sri Lanka Handbook*. Colombo: University Grants Commission, 1985. 206 pp. (Available from University Grants Commission, 20 Ward Pl., Colombo 7, Sri Lanka, $6.50.)

## ■ From NAFSA: Association of International Educators

See Ordering Information Below.

*Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1993 Folio Edition*. Annual. $70 ($45 members) Looseleaf, high quality binder. Updates sold separately. The 1993 edition incorporates changes to F-1 practical training regulations. NAFSA's best selling publication is an essential tool for even the smallest international office.

*Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1993 Folio Edition*. Annual. Subscription $225 ($150 members). (Price includes site license for five users.) The Adviser's Manual on your PC! "Hypertext" links to the Code of Federal Regulations double the utility of the Manual as an advising tool. Sold as a diskette, with easy-to-use Folio Software manual.

*U.S. Taxation of International Students and Scholars—A Manual for Advisers and Administrators*. By Bertrand M. Harding, Jr. and Norm Peterson. Annual, 300+pp. $95 ($50 members). As the IRS focuses on withholding and reporting on scholarships, fellowships, and other grant payments, prepare yourself with this guide. Indispensable for those responsible for making institutional payments to sponsored students.

*U.S. Federal Income Tax Guide for International Students and Scholars*. (Formerly titled the CAFSS Tax Paper.) Annual, 89 pp. $30 ($20 members). This guide provides step-by-step filing instructions, accompanied by a generous selections of sample forms, all correctly completed for hypothetical students and employees whose circumstances match those found on most U.S. campuses.

*NAFSA's Guide to Educational Abroad for Advisers and Administrators*. Edited by William Hoffa, John Pearson, and Marvin Slind, with contributions from 29 leaders in the field of study-abroad.1993, 336 pp. $30 ($20 members). *Education Abroad* is an indispensable reference for new and expanding education-aborad offices. Part I, "Education Abroad and American Higher Education," gives an overview of the profession and discusses the role of the education-abroad office. Part II, "Advising," offers sage advice on advising principles, promoting diversity, health issues, and predeparture and reentry programming. The final section covers planning, budgeting, and implementation of programs.

*NAFSA Standards & Policies*. 1993, first copy free; additional copies, $2 each. A vital reference collection for educators ambitious to internationalize their institutions. This is a compilation of important policy findings from over a decade of NAFSA research and experience: the NAFSA Code of Ethics, Principles for International Exchange, Policy Statement on International Education Issues, our key to continuing excellence in exchange programs and services.

*International Student Reentry: A Select, Annotated Bibliography*. By Leiton Chinn. 1992, 56 pp. $12 ($8 members). Keen interest in the process of successful reintegration of foreign students in their home countries has led NAFSA to fund many reentry programs around the United States. Leiton Chinn carefully examines these programs and provides a comprehensive annotated bibliography of scholarly work on related efforts.

*Building Better English Language Programs: Perspectives on Evaluation in ESL*. Edited by Martha Pennington. 1991, 259 pp. $15 ($10 members). This welcome addition to ESL literature offers a exciting perspective on evaluating and improving individual programs. Focusing on the daunting array of administrative needs and functions, Pennington underscores the need to redesign the evaluation system and use self-study and computerized record-keeping to reward effort with excellence.

*English Language Testing in U.S. Colleges and Universities*. Edited by Dan Douglas. 1990, 98 pp. $12 ($7 members). The encyclopedia of ESL testing. This sensible, easy-to-follow reference work can be consulted quickly for specific answers or read through at leisure for an overview of the field. The various types of English language tests, their implementation, and the evaluation of test results are all explained in prose mercifully free of jargon, with theory and statistics kept to a minimum.

## ■ Statutes and Regulations

*Bender's Immigration and Nationality Act Pamphlet*. 1991. (Available from Matthew Bender, 1275 Broadway, Albany, NY 12201, (518) 487-3000. $75.)

*Code of Federal Regulations. Title 8, "Aliens and Nationality."* 1992. Office of the Federal Register, Washington, DC. (Order #869-017-0064-5 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, (202)783-3238. $27.)

———. *Title 22, "Foreign Relations," parts 1-299. 1991*. Office of the Federal Register, Washington, DC 20402, (202) 783-3238. $27. Individual titles of the Code of Federal Regulations are updated annually. (Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.)

*Immigration and Nationality Act, 8th ed.* 1989. Committee on the Judiciary, U.S. House of Representatives, Washington, DC. (Order #0552-070-06575-3 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. $13.) A compilation of the Immigration and Nationality Act as amended through 1989. This edition does not include statutory changes made in the Immigration Act of 1990 as well as other amendments made since 1989.

## ■ Subscription Services and Publications

*Federal Register*. Office of the Federal Register, Washington, DC. (Annual subscriptions available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. $340 per year.) Contains proposed and final changes in regulations (between yearly printing of bound volumes of the Code of Federal Regulations), grant notices, and other announcements from Federal agencies.

*Foreign Affairs Manual*. Vol. 9, Visas, parts 1-4, US. Department of State, Washington, DC. (Ordering information available from Distribution Service Branch, FAIM/PS/DS, Room B-845m Department if State Washington, DC 20520.) This volume of the Foreign Affairs Manual contains Department of State interpretations and policy instructions, updated as changes occur, regarding visa issuance.

*Interpreter Releases: Report and Analysis of Immigration and Nationality Law*. (Available from Federal Publications, Inc. 1120 20th Street, NW, Suite 500 South, Washington, DC 20036-3484, (615) 377-3322. Annual subscription, $370.) *Interpreter Releases* is published four times per month and contains updates on immigration and related matters, analyses of immigration legislation and regulations, and reprints of significant laws, regulation, and policy statements.

*NAFSA Government Affairs Bulletin*. (Available from NAFSA: Association of International Educators, 1875 Connecticut Ave, NW, Suite 1000, Washington, DC 20009-5728. Annual subscription rates: $36 for members, $64 for nonmembers. Overseas subscribers pay an additional $10 mailing fee.) Published 8 times per year, the *Government Affairs Bulletin* features the latest information on developments on state, national, and foreign governments affecting international educational exchange.

## ■ Foreign Student Admissions Bibliography (Abridged)

This bibliography was compiled by Jessie D. Miller and Margit A. Schatzman, both of Educational Credential Evaluators, Inc. Milwaukee, Wisconsin. It lists information relating to the admission and placement of foreign students in U.S. educational institutions. Bibliographies pertaining to other aspects of International educational exchange (such as the teaching English as a foreign language, intercultural communication, and advising U.S. students on study abroad) are also available from NAFSA. Costs and order numbers are provided when known.There may be additional shipping, handling, or tax costs that are not listed. Addresses for publishers and distributors of materials appear on the last page if the source is listed for more than one item. In most cases, payment required in advance.

### ***General***

*Admissions Strategist: No. 8 "Recruiting in the 1980's."* New York: College Entrance Examination Board, 1987.72 pp. (Available from College Board Publications, address below, #209115 $6.)

*The American University: A World Guide*. Gregory A. Barnes. Philadelphia: ISI Press, 1984. 196 pp,(ISI Press, 3501 Market Street, Philadelphia, PA 19104, $21.95, $14.95 paperback.)

*Bear's Guide to Earning College Degress Non-Traditionally*. (Available from Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. Formerly *How to Get the Degree You Want*.)

*Bibliography on Foreign Student Recruitment*. Washington, DC: NAFSA, 1984. 2 pp. (Available from NAFSA,address below, single copy free.)

*Directory of Overseas Educational Advising Centers*. New York: College Entrance Examination Board, 1988. 141 pp. (Available from The College Board Publications, address below, #254145, $9.95)

*Diversity, Accessibility, and Quality: A Brief Introduction to American Education for Non-Americans*. New York: College Entrance Examination Board,1986. 36 pp. (Available from The College Board Publications, address below, #002504, $6.)

*Entering Higher Education in the United States: A Guide for Students from Other Countries*. New York: College Entrance Examination Board, 1985. 50 pp. (Available from The College Board Publications, address below, #221615, sold in packages of 40 copies, $25 per package; single copies available from The College Board Office of International Education, address below, free.)

*Financial Planning for Study in the United States*. New York: College Entrance Examination Board, 1984. 44 pp. (Available from The College Board Office of International Education, address below, #235881, sold in packages of 50 copies, $25 per package; single copies available from The College Board Office of International Education, free.)

*Foreign Student Recruitment: Realities and Recommendations*. New York: College Entrance Examination Board, 1980. 62 pp. (Available from The College Board Publications, address below, #001354, $6.50.)

*Foreign Student's Certification of Finances*. New York College Board Publications, address below, #236089, sold only in packages of 100 copies, $25 per package.)

*Foreign Student's Financial Aid Application*. New York: College Entrance Examination Board, 1988. 2 pp. (Available from College Board Publications, address below, #236088, sold only in packages of 100 copies, $25 per package.)

*The Glossary of Foreign Educational Terms*. Theodore Sharp, comp. Anchorage: Frank Severy Publishing Company, 1979, 178 pp, (Available from Frank Severy Publishing Company, address below, $19.)

*A Guide to the Admission of Foreign Students*. Rev. Ed. Washington, DC: NAFSA, 1985, 12 pp. (Available from NAFSA, address below, free.)

*Guide to the Foreign Student Information Clearinghouse*. New York: College Entrance Examination Board, 1987. (Available from The College Board Office of International Education, address below, #238813, free.)

*Guidelines for the Recruitment of Foreign Students*. New York: College Entrance Examination Board, 1987. 23 pp. (Available from The College Board Office of International Education, address below, #276016, free.)

*International Students in the United States: A Guide for Secondary School Administrators*. Rev. ed, Washington, DC: NAFSA, 1985. 115 pp. (Available from NAFSA, address below, $11)

*No Two Alike: The Comparability Question in Foreign Student Admissions*. Washington, DC: AACRAO and USAID, 1983. 25 pp. (Copies of this item have been distributed to all institutional members of AACRAO. A limited supply is also available to higher education institutions, educational associations, and organizations working with international students. Requests should be put in writing to AACRAO-AID, address below, free.)

*Open Doors: 1992-93*. The Interassociational Committee on Data Collection. New York: Institute of International Education (IIE), 1987. 187 pp. (Available from IIE, address below, $39.95.)

*Policy and Practice in the Administration of Foreign Student Finances: Guideline Series 7*. Washington, DC: NAFSA, 1983. 28 pp. (Available from NAFSA, address below, $3.95.)

*Profiles: The Foreign Student in the United States*. The Interassociational Committee on Data Collection. New York: Institute of International Education, 1993. 180pp. (Available from IIE, address below, $39.95.)

*Selection and Admission of Foreign Students: Guideline Series 2*. Rev. Ed. Washington, DC: NAFSA, 1978. 34 pp. (Available from NAFSA, address below, $4.95.)

### Multi-Country Resources

*Commonwealth Universities Yearbook 1993*. 69th ed. London: Association of Commonwealth, 1993. 4 vols. 3597 pp. (Available from Gale Research Company, address below, $265.)

*The Country Index*. Rev. Ed. Vol. 1. Edited by Inez Hopkins Sepmeyer. Anchorage: Frank Severy Publishing Company, 1986. (Available from Frank Severy Publishing Company, address below, $66.)

*Directory of African Universities*. 3rd ed. Accra: Documentation Centre of the Association of African Universities, 1983. 409 pp. (Available from Documentation Centre of the Association of African Universities, P.O. Box 5744, Accra-North, Ghana.

*Directory of Development Studies Courses in the Commonwealth*. London: Commonwealth Secretariat, 1979. 224 pp. (Available from Commonwealth Secretariat Publications, address below, about $8.)

*Directory of Engineering Education Institutions*. 3rd ed. Paris: UNESCO, 1986. 303 pp. (Available from UNIPUB, 4611-F, Assembly Dr., Lanham, MD 20706, #U1539, $35.)

*Directory of Schools of Law in the Commonwealth*. London: Commonwealth Secretariat, 1985. 57 pp. (Available from Commonwealth Secretariat Publications, address below.)

*Directory of Technical Teacher Training Facilities in Commonwealth Countries*. London: Commonwealth Secretariat, 1982. 64 pp. (Available from Commonwealth Secretariat Publications, address below, about $3.50)

*Education and Training Resources in the Developing Countries of the Commonwealth*. London: Commonwealth Secretariat, 1977. 407 pp.(Available from Commonwealth Secretariat Publications, address below, about $6.50.)

*Foreign Educational Credentials Required for Consideration of Admission to Universitas an Colleges in the United States*. 4th ed. Washington, DC: AACRAO-AID, 1994. 234 pp. (Available from AACRAO, address below, $60/$40.)

*Health Training: A Directory of Commonwealth Resources*. London: Commonwealth Secretariat, 1979. 298 pp. (Available from Commonwealth Secretariat Publications, address below, about $8.)

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*Government Affairs Bulletin*. (Available from NAFSA, address below, 8 issues per year, $22 institutional members, $27.50 individual members, $55 nonmembers, overseas add $10.)

*Human Resource Developments in the Middle East and North Africa*. (See Arab World Almanac.)

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"Study in the U.S.A." Study in the U.S.A. 119 South Main Street, Suite 220, Seattle, WA 98104.

"Education USA Magazine" Nexus Business Communications, Ltd, Warwick House, Azalea Drive, Swanley, Kent BR8 8HY, England.

"International Educator" NAFSA: Association of International Educators, 1875 Connecticut Avenue, NW, Suite 1000, Washington, DC 2009-5728.

"Where & How World Guides to Language Centers" Where and How International, Am Hofgarten 18, 5300 Bonn 1, Germany.

APPENDIX C

# ORGANIZATIONAL CHARTS:

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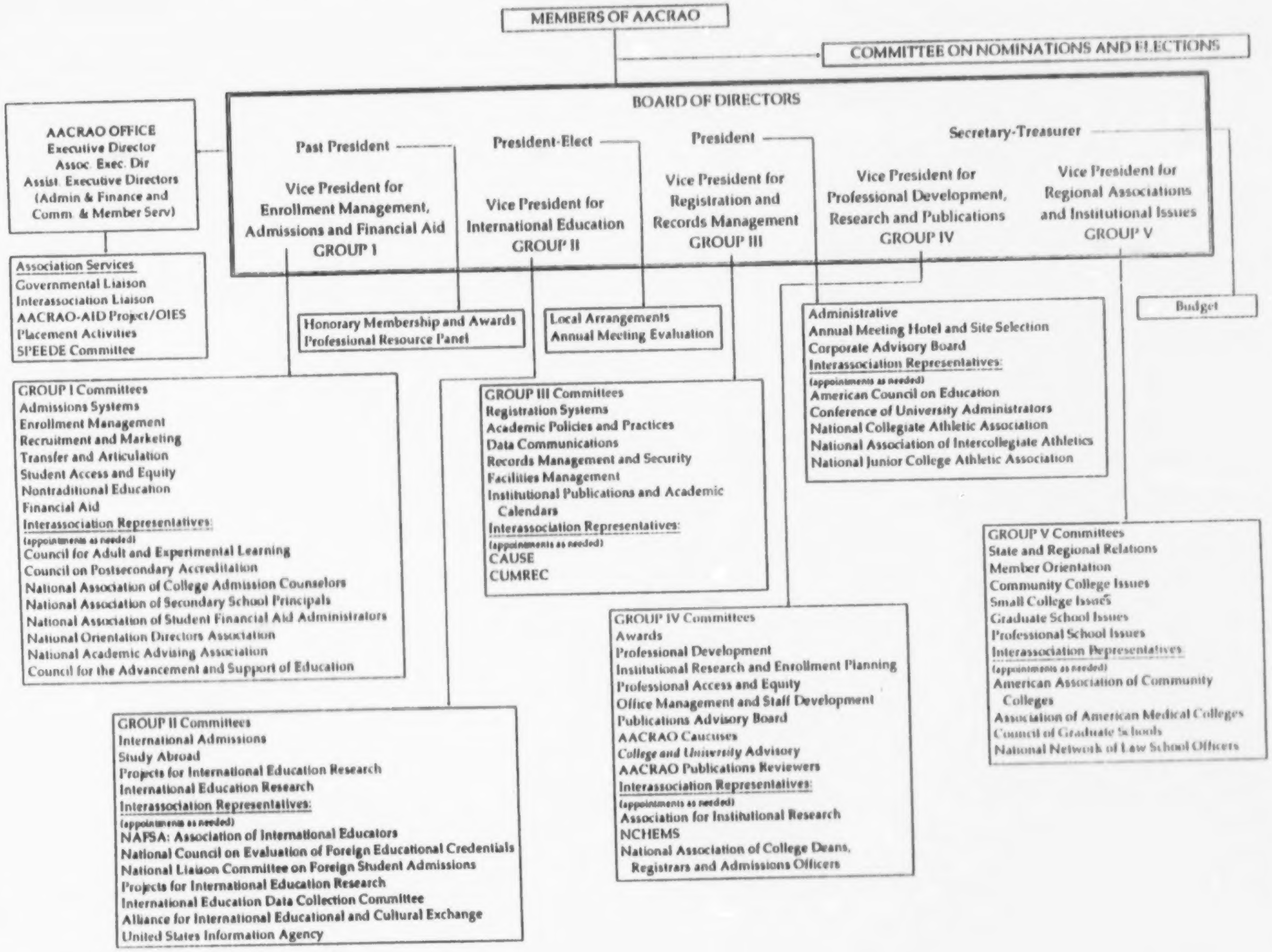

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Alliance for International Educational and Cultural Exchange
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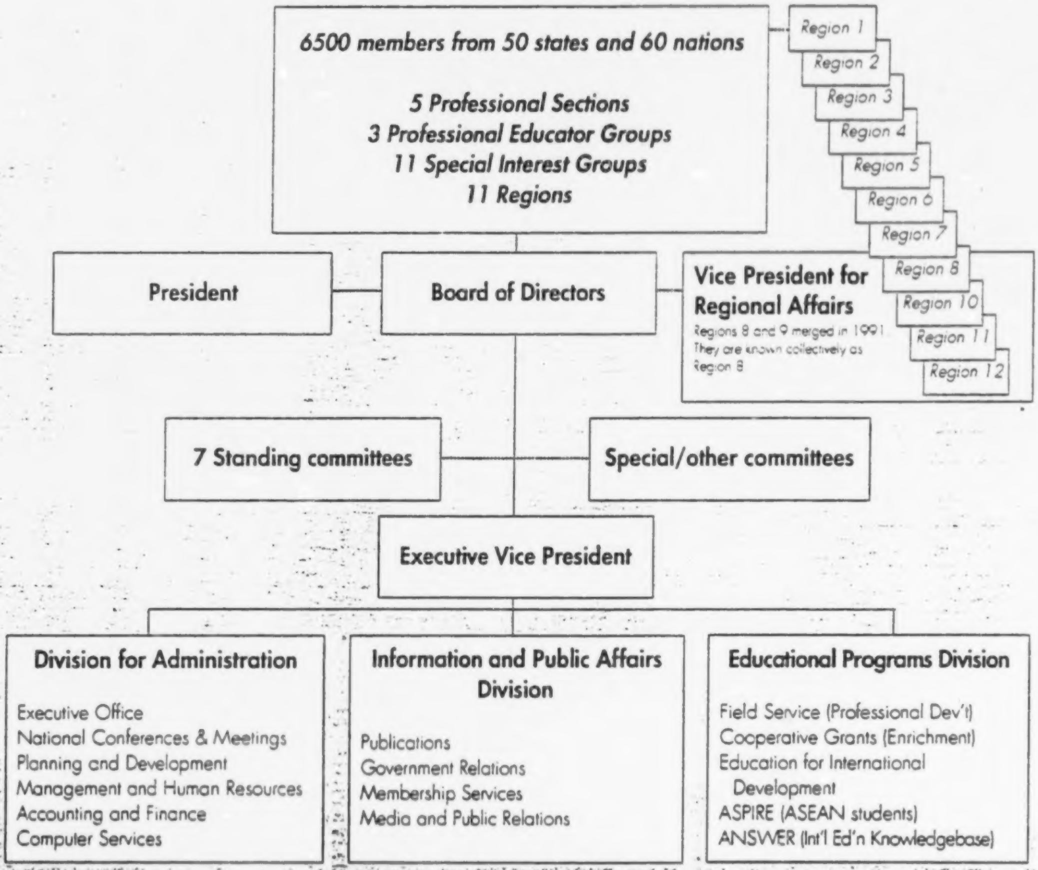

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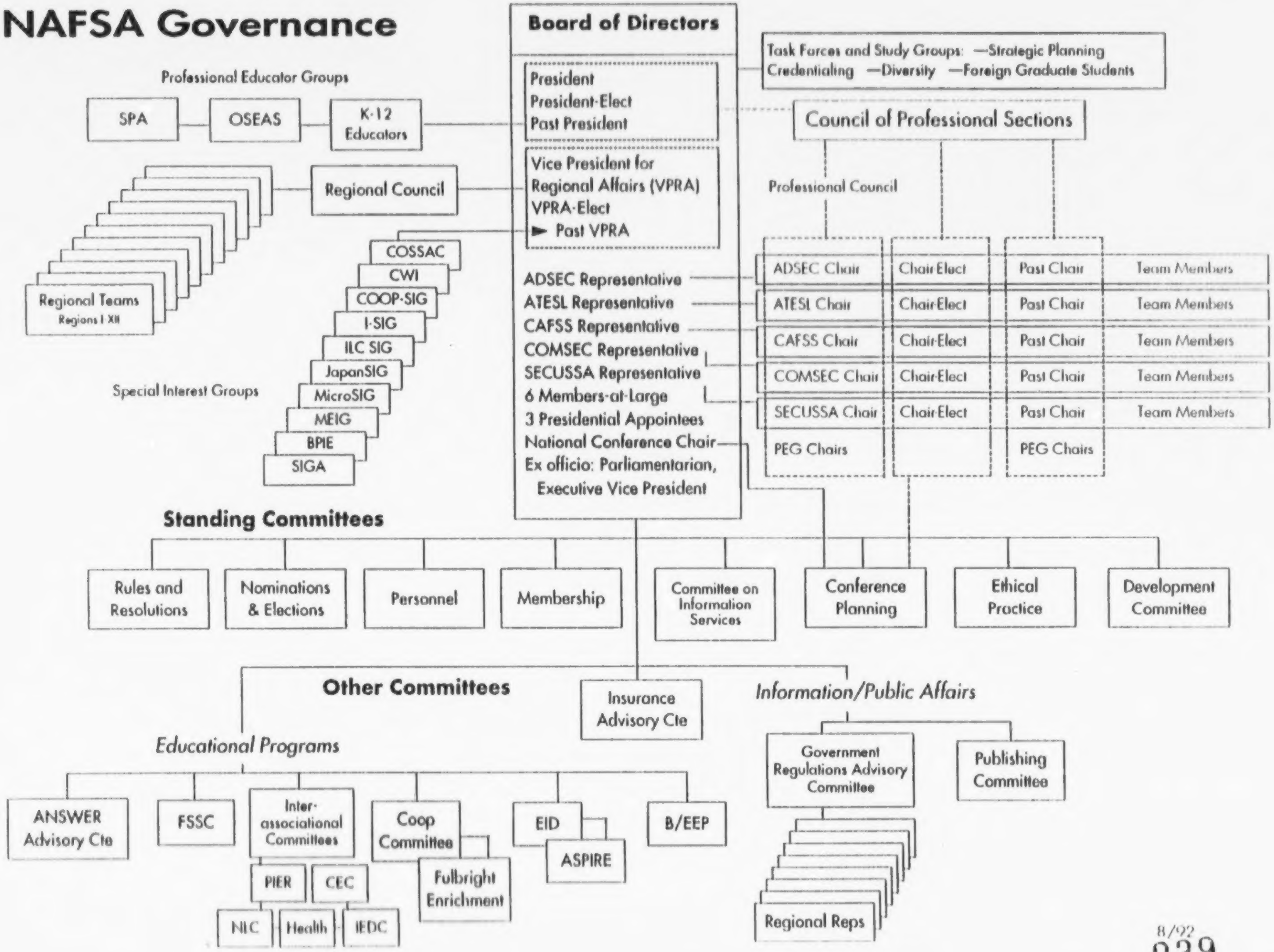
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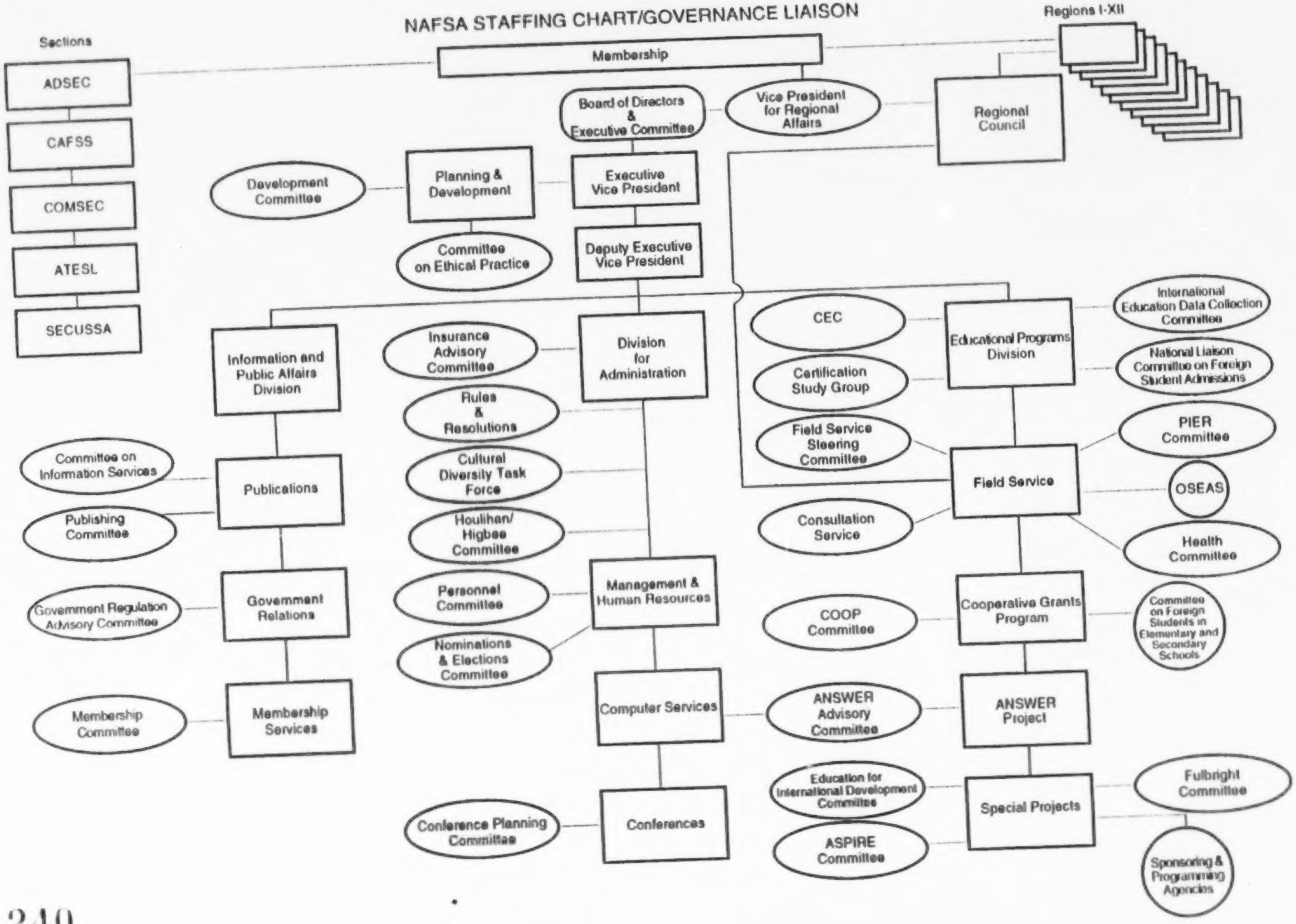
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